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ABSTRACT

Because courts have required that selection tests be job-related, this study was undertaken to provide a practical means of performing a job analysis of teaching. Several court decisions are discussed, including Griggs v. Duke Power Company and Chance v. Board of Examiners, with respect to both Fourteenth Amendment and statutory issues. In the first phase of the job analysis, a questionnaire instrument was developed, based on the work of 48 teachers in 6 committees representing 2 school districts and 3 school levels: elementary, middle, and secondary. These committees developed lists of 14 teaching functions and 298 tasks. From this data, a 294-item questionnaire was developed, administered to 831 teachers in 19 districts in New York State, and the results were factor analyzed. Nine reliable oblique, but distinct, factors were found: busy work: administration (school): testing and evaluation: breadth of instructional goals: counseling: administration (classroom): teaching: enrichment: and extra-curricular activities. Differences in the importance of the nine factors were found to be related primarily to grade level taught. School district and years of teaching experience were also situational determinants. (The job analysis questionnaire is appended). (CTM)

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JOB ANALYSIS OF TEACHING

FINAL REPORT

DAVID A. POTTER

January, 1980

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EDUCATIONAL TESTING SERVICE
PRINCETON, NEW JERSEY

JOB ANALYSIS OF TEACHING

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CHAPTER I

INTRODUCTION

In recent years, beginning with the Civil Rights legislation of 1964, the courts have begun to examine closely cases in which tests used for employment purposes have an apparent discriminatory effect. In so doing, they have added considerable force to an argument which psychologists have been making for decades: that no test, regardless how scientifically developed, should be used for any purpose for which it was not developed and for which it has not been validated.

A test is a measurement tool, designed to aid the decision-maker in collecting the information needed for effective decision-making. As such, the test selected must be appropriate to the decision to be made. It is not sufficient that the test be convenient to administer, or readily available, or in widespread use; rather, the test must be designed to measure precisely those characteristics of the individual which are related to the employment decision in question.

In addition, the test should be the best available means of collecting this information. The question of whether or not a particular test is a useful tool to assist in any given decision will be settled on the basis of legal, psychometric, and social considerations.

The Equal Employment Opportunity Commission (EEOC) was established by the Civil Rights Act of 1964. The Commission's original task of monitoring the enforcement of the Act in private industry was extended by legislation in 1972; the modification gave the Commission some enforcement powers and extended the agency's authority to government agencies.

The EEOC guidelines for employment selection and the recent history of court cases involving the use of tests have made job-relatedness the central criterion in adjudicating cases in which the use of tests in making employment-related decisions about individuals is challenged on the basis of discriminatory impact. Both the guidelines and the pattern of court decisions require of an employer that (particularly when there is evidence of discriminatory employment practices) decisions related to individual employees be based on criteria which are demonstrably related to the job in question.

This report describes a project designed to provide guidance to the courts regarding the job-relatedness of the criteria used in selecting and evaluating teachers. The EEOC Guidelines state that "Any validity study should be based upon a review of information about the job ... The review should consist of a job analysis ... with respect to criterion related validity... Generally, the job analysis should result in... a determination of the important duties performed on the job...(12A)." Unfortunately, no comprehensive job analysis of teaching has ever been performed, with the result that not enough is currently known about the content of the job of teaching to allow the courts to base their decisions on the kind of job analysis data suggested by the EEOC guidelines. Consequently, the courts are generally forced to rely on the often-conflicting testimony of expert witnesses.

Job Analysis of Teaching

Job analysis usually begins by comprehensively defining job content. Often it also stops there. Ideally, it should go on to examine the relationship between job content and job context. With teaching, this implies a need to elucidate the ways in which job content (duties and basic functions) varies across (for example) grade levels, content areas, and school districts.

Job analysis involves the application of a set of techniques designed to delineate in considerable detail the content of a job. It often includes, but is not limited to, such techniques as interviews, structured questionnaires, task checklists, work diaries, and observation. These tools, if properly applied, provide the data necessary to build a thorough understanding of any job.

The work described in this report was intended to provide answers to two basic questions:

1. What kind(s) of information about the job of teaching should be used as the basis for examining the question of job-relatedness of employment practices?
2. Can such information be collected within the constraints imposed by economic and political realities?

The answers to the first question were sought primarily in the examination of relevant court cases. The second question was explored during in the activities of the project's field procedures: if it had been impossible to develop basic paper-and-pencil measures of job content -- if, for example, the range and complexity of job content appeared to require the use of extensive observation, shadowing, or videotaping -- it would be unrealistic for the courts to require school districts to produce comparable data in defending themselves against charges of discriminatory employment practices.

Chapter II of this report describes the legal context for the study, citing court cases in which the use of tests for employment purposes appears to have had discriminatory effects.

Chapter III describes the first phase of a job analysis of teaching, in which 48 teachers from two different school districts worked with pro-

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ject staff to define the domain of, and develop instrumentation for, the entire investigation. In essence, the teachers helped to define all basic job functions performed by teachers, and then to describe teaching tasks or activities and their relationship to teaching functions.

Chapter IV gives an account of the administration of the questionnaire whose development was the work of Phase I. The data collected via the questionnaire are presented and summarized. Finally, tentative conclusions based on the data are discussed.

CHAPTER II

LEGAL QUESTIONS

Because of their prominence in recent years, and because the courts' legal analysis provides a good backdrop against which to examine the psychometric and social issues affecting the use of tests in teacher employment decisions, we shall first consider the legal context.

Challenges to the legality of tests used for employment-related decisions rest fundamentally on the principles of equal opportunity embodied in the Constitution. Scores on tests of all sorts, but particularly the kinds of aptitude and achievement tests used for employment purposes, have historically been affected by the academic background and general educational level of the respondents. Thus, respondents who for whatever reasons have received an inferior education have always received lower scores than those whose education was better. In practice, both the quality of education and the average academic level reached before leaving school have been meaningfully correlated with ethnic group membership. One result of this educational inequity has been that test scores, like the educational level which they so often reflect, have been correlated with race; and their use in making employment-related decisions has therefore tended to be discriminatory.

There is, of course, nothing inherently illegal in hiring those whose educational accomplishments are high. As will be seen below, however, it is illegal to use as a criterion for decision-making any factor which is racially discriminatory unless that factor is essential to the performance of the job in question. Thus, for example, the courts have held that it is legal to use a test of verbal skill (highly correlated with education) to select police officers, whose work clearly requires that they possess, at least minimally the ability to communicate both orally and in writing; but it is illegal to use such a test to select unskilled laborers for positions in which literacy is irrelevant.

Prior to the enactment of the Civil Rights Act of 1964, only public employees had any legal recourse in employment discrimination cases, and this recourse was under the equal protection clause of the Fourteenth Amendment. Title VII, Section 703, of this Act extended to private employers the same kinds of restrictions against the discriminatory use of tests. Moreover, the Act constituted the enabling legislation for the creation of the Equal Employment Opportunity Commission.

Interestingly enough, the EEOC was not endowed by Congress with any substantive rule-making power. And in this important respect, as Holt (1977) pointed out, the EEOC differs from most other major agencies: "The Federal Aviation Agency.... can make a rule that says you can't keep your briefcase in your lap while the airplane takes off, and that rule has substantially the force of an act of Congress, because the FAA was acting pursuant to delegated legislative authority. But this is a free country, and you and I and the EEOC all have the right to issue .... statements of opinion or anything else. If we want to, we can christen such statements of opinion "guidelines" -- whatever that overworked piece of bureaucratic gobbledygook may mean."

But if the EEOC Guidelines lack the force of law, Title VII has no such deficiency. Moreover, as will be shown below, the Federal courts have, since the Guidelines first appeared, accorded them considerable weight in their deliberations in cases in which the use of tests was challenged on statutory grounds. And, as Holt pointed out in his discussion of the Griggs decision, "....it is very hard to tell the difference between guidelines which are formal regulations, and guidelines which are entitled to such great 'deference' that they are the touchstone which a validation study must be 'measured against' to see whether ....(the employer is) in compliance with the law."

Since 1964, then, challenges to the legality of the use of tests for employment purposes have been based on either (or, quite often, both) constitutional or statutory grounds. It is to the former which we turn first.

Constitutional Challenges

From the Fourteenth Amendment to the Constitution, Section 1:

> ....nor shall any State deprive any person of life, liberty, or property without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Tractenberg (1973) thoroughly examined the issue of challenges to the constitutionality of employment testing of teachers and supervisors. According to Tractenberg,

> The court's starting point in the equal protection analysis is whether the plaintiffs have been able to establish a prima facie case of unconstitutionality by demonstrating that the selection process has resulted in de facto racial or ethnic discrimination -- that is, a racial or ethnic classification. Courts have evaluated the plaintiffs' factual evidence against several standards.

In cases in which the job in question is at the professional level, the standard applied by the court may be different from the general population standard employed at lower occupational levels. Instead, they might (as in the Chance case) compare the percentage of minority group employees across comparable districts, or they might choose to compare examination scores of members of different ethnic groups on the tests in question.

Regardless of which standard the court chooses to apply, the plaintiffs must first of all demonstrate that members of minority groups are disproportionately rejected through use of the challenged procedure. Without this demonstration of "adverse impact," plaintiffs cannot establish that there has been a violation of the Equal Protection Clause of the Fourteenth Amendment.

Once it has been determined that de facto racial or ethnic discrimination exists, the court moves to the second part of the equal protection analysis: is there sufficient basis for the defendants' use of the particular selection procedure despite its effect of creating a de facto racial or ethnic classification? There has been substantial agreement in the courts (and, for that matter, in the educational and psychometric communities) that it is difficult to demonstrate this sort of extenuating need. Unfortunately, there is considerably less agreement as to what the defendants must actually demonstrate. According to Tractenberg, "evidence of a lack of discriminatory intent is necessary but not sufficient. For ingenuous discrimination can violate the Equal Protection clause. And it is unintended discrimination that seems principally at issue in the recent cases...."

In a recent decision (Washington v. Davis, 426 U.S. 229, 1976), however, the Supreme Court clarified the constitutional issue of discriminatory intent. Justice White, delivering the majority opinion of the Court, stated that:

> The central purpose of the Equal Protection Clause of the Fourteenth

> Amendment is the prevention of official conduct discriminating on the basis of race.... But our cases have not embraced the proposition that a law or other official act, without regard to whether it reflects a racially discriminatory purpose, is unconstitutional solely because it has a racially discriminatory impact.... A purpose to discriminate must be present.... Disproportionate impact is not irrelevant, but it is not the sole touchstone of an invidious racial discrimination forbidden by the constitution.

The courts have applied two tests in examining procedures resulting in de facto discrimination: the "rational relationship" test and the "compelling state interest" test. The former requires that the defendant demonstrate a significant relationship between scores on the challenged test and the job in question; the latter test additionally requires use of the challenged examination to be vitally necessary to the employing district, and that there be no other, less discriminatory, means of accomplishing the same purpose. Obviously, the requirements of the latter test are much more stringent than those of the former; and the choice between them is of considerable importance in determining the outcome of a case.

Statutory Challenges

The Equal Employment Opportunity Commission (EEOC) was established by Title VII of the Civil Rights Act of 1964. The Commission's original task of monitoring the enforcement of the Act in private industry was extended by legislation in 1972; the modification gave the Commission some enforcement powers and extended the agency's authority to government agencies.

Title VII prohibits employment discrimination. Both the statute and the guidelines set up by the EEOC forbid the use for employment-related decisions of any test (or testing procedure) which cannot be shown to be job-related.

Both the guidelines and the pattern of court decisions require of an employer that (particularly when there is evidence of discriminatory employment practices) decisions related to individual employees be based on criteria which are demonstrably related to the job in question. Rebell (1976) nicely summed up the issue of job-relatedness. Discussing the legal requirements for teacher licensing or certification procedures, he said:

> In describing the elements of a valid licensing system, the courts in Chance, Nansemond, and other such cases, have consistently emphasized the need for a thorough, exhaustive job description. This is really the key to acceptable content validation. If you do not know what the job you're testing for really consists of, how can you purport to construct a test, or a credentialling requirement, that will certify qualification to perform that job? The judges in the above cases had little difficulty, once the issue was clarified in this manner, in striking down licensing systems when the defendants could not show that a serious analysis of the job's duties had recently been undertaken. In the Chance case, for example, the Board of Examiners were unable to show any organized job analysis process, and it appeared that their job descriptions for principalship positions were subjectively established by central administrators....

Legal History

Griggs v. Duke Power Company, 401 U.S. 424 (1971)

The Griggs case was the first U.S. Supreme Court test of Title VII, Section 703, of the Civil Rights Act of 1964, a statute which brought private employers within the scope of employment-test legislation. Previously, only public employees had been assured of recourse under federal law in employment discrimination cases, principally under the "equal protection" clause of the Fourteenth Amendment.

At the time the suit was instituted, there were 14 blacks among the 95 employees at the Dan River Steam Station of the Duke Power Company. (Thirteen of the 14 joined in the suit, which was filed as a class action under Title VII.) Although there were five operating departments at the plant, the blacks were employed in only one of these, the Labor Department. The highest paying jobs in Labor paid less than the lowest paying jobs in the other four departments. Promotions within the departments were based on seniority.

Beginning in 1955, a high school education was required for entry into the four departments apart from Labor, as well as for certain "inside" transfers. In 1965, the company abandoned its policy of restricting blacks to the Labor Department, but at the same time made completion of high school a prerequisite for transferring out of Labor to another department. (The Supreme Court noted that the whites who had been hired before the high school education requirement was instituted had performed well and were promoted within their departments throughout the period between 1955 and the time the case was tried.)

On July 2, 1965 (the date on which Title VII became effective) the company added another requirement. To enter any but the Labor Department, it became necessary to "pass" two standardized tests, the Wonderlic Personnel Test and the Bennett Mechanical Aptitude Test, as well as to have a high school education. Later that same year, it also became possible for employees lacking a high school education to transfer out of the Labor Department to an "inside" job by "passing" the same two tests. (The court observed that the requisite scores in both cases were at about the national median for high school graduates, which made the test standards even more stringent since they would eliminate about half of all high school graduates.)

The district court that tried the case, and the U.S. Fourth Circuit Court of Appeals, both ruled in favor of the power company. The latter court found no evidence of any discriminatory purpose in the adoption of the diploma and test requirements, and concluded that there had been no violation of Title VII.

The U.S. Supreme Court agreed to review the case in order to resolve the question of whether an employer is prohibited by Title VII from "requiring a high school education or passing of a standardized general intelligence test as a condition of employment in or transfer to jobs when (a) neither standard is shown to be significantly related to successful job performance, (b) both requirements operate to disqualify Negroes at a substantially higher rate than white applicants, and (c) the jobs in question formerly had been filled only by white employees as part of a longstanding practice of giving preference to whites."

In a decision which, except for the lack of participation by one justice, was unanimous, the Supreme Court reversed the appeals court and ruled in favor of the plaintiffs. In delivering the court's opinion, Chief Justice Warren Burger said that the intent of Congress in enacting Title VII was clear from the language of the statute. "It was to achieve equality of employment opportunities and remove barriers that have operated in the past to favor an identifiable group of white employees over other employees."

The 1964 Civil Rights Act, said the court, requires "the removal of artificial, arbitrary, and unnecessary barriers to employment when the barriers operate invidiously to discriminate on the basis of racial or other impermissible classification." Moreover, the fact that such discrimination results unintentionally does not excuse the use of measures that are not job-related. In Justice Burger's words, "good intent or absence of discriminatory intent does not redeem employment procedures or testing mechanisms that operate as 'built-in headwinds' for minority groups and are unrelated to measuring job capability."

To deal with the question of job-relatedness, and the contention by the company that its tests were specifically authorized by Section 703(h) of the Act, the court traced the history of the congressional debate that led up to enactment of the statute. (The debate resulted in an amendment reconciling the interests of a group of senators concerned that the bill might prohibit all employment testing, and of another group fearful that a testing amendment would authorize any "professionally designed" test, no matter how invalid.) "The conclusion is inescapable," said the court, that the Equal Employment Opportunity Commission's interpretation of 703(h) as requiring employment tests to be job-related, "comports with congressional intent."

Justice Burger concluded, "Nothing in the Act precludes the use of testing or measuring procedures; obviously they are useful. What Congress has forbidden is giving these devices and mechanisms controlling force unless they are demonstrably a reasonable measure of job performance. Congress has not commanded that the less qualified be preferred over the better qualified simply because of minority origins. Far from disparaging job qualifications as such, Congress has made such qualifications the controlling factor, so that race, religion, nationality, and sex become irrelevant. What Congress has commanded is that any tests used must measure the person for the job and not the person in the abstract."

Walston v. County School Board of Nansemond County, Virginia, and United States v. Nansemond County School Board, 4th Cir., decided February 19, 1974

These companion cases, considered jointly by the U.S. Fourth Circuit Court of Appeals, centered on the use of the National Teacher Examinations by the school board in a policy of hiring and retaining teachers. The U.S. Justice Department alleged that the board's action had resulted in a substantial reduction of black teaching staff in the school district, and that the board had made no effort to show that its policy was not racially discriminatory. The companion Walston suit was a class action filed by 13 black teachers who claimed that their Fourteenth Amendment rights had been violated when their contracts were terminated as a result of their NTE scores.

The controversial NTE requirement, instituted early in 1970, stipulated that teachers in academic subject areas present a minimum score of 500 on the Commons section of the examinations. At the end of the 1970-71 school year, 15 black teachers were dismissed solely on the basis of their NTE scores. All 15 had been recommended for retention by their principals. Twelve had more than a year's teaching experience, and one had taught only in two subject areas that the board had publicly declared exempted from the NTE requirement.

Prior to the requirement, the faculty in the school district was 59 percent black; by 1972 the percentage had declined to 52 percent. In 1970-71, 38 percent of new teachers hired in the district were black; in 1971-72 this percentage dropped to 14 percent.

The lower court cited the case of Western Addition Community Organization v. Alioto, in which it had been required that there be "a reasonably necessary connection between the qualities tested... and the actual requirements of the job to be performed." The court then turned to an examination of content and predictive validity. "In deciding which of these standards is to be employed," said the court, "much attention must be placed upon the word 'reasonable'."

In examining the NTE's content validity, the lower court relied considerably on the testimony of an ETS staff member. The court concluded, "Nansemond County... has what he (the ETS witness) considers to be faults but with good explanations for the use they have made of the NTE. If an expert sees good reasons given for the use of a valid employment criteria (sic), this Court will acquiesce in such a finding without clearly conflicting expert testimony to the contrary." The lower court then ruled in favor of the school board.

The Fourth Circuit Court of Appeals overturned the district court's ruling and ordered that the 15 terminated teachers be reinstated with full back pay. The opinion was delivered by Associate

U.S. Supreme Court Justice Tom Clark, who had been temporarily assigned to the Fourth Circuit following his retirement from the U.S. Supreme Court.

The appeals court cited earlier cases holding that in school districts with long histories of discrimination, when the ranks of black teachers "have been decimated disproportionally," the burden shifts to the school board to justify its actions. Further, said the court, the lower court's stipulation of a "reasonably necessary" connection between the abilities tested and actual job requirements was insufficient. Instead, the court declared, the standard set forth in the Griggs case, that a "demonstrable relationship" exist between test and job performance, should have been applied. According to the court, "this standard is much more rigorous in its burden than the standard actually utilized by the District Court here."

The appeals court described the cutoff score of 500 as "patently arbitrary and discriminatory." The school superintendent had testified to knowing that black teachers were likely to score lower than whites. There was also evidence that the cutoff score had been employed because of a heavy influx into the district of teachers from nearby areas, including neighboring North Carolina, where they had been denied certification as a result of similar NTE requirements.

Also, said the court, the board had "arbitrarily and erratically" administered the test, requiring some "exempted" teachers to take it. Furthermore, ETS had said that the test was least valid when applied to experienced teachers, yet the NTE had been required of several teachers of long experience. In spite of this, the board had employed 52 teachers in 1970-71 and 1971-72 without requiring of them either a college degree or the newer NTE requirement.

Citing the Baker case, the court observed that in Nansemond County there was no "overriding purpose" to justify the racial discrimination brought about by the test requirement. In spite of the many teaching specialties required in Nansemond County, the NTE Teaching Area Examinations had not been required. Only the Commons Examinations were required, and the court speculated that experienced teachers might have scored more satisfactorily on the Area Examinations. Referring to these experienced teachers, the court quoted from the ETS guidelines for using the NTE: "Test scores contribute little or nothing to the evaluation of an in-service teacher."

Finally, the court held that there might be appropriate situations in which the NTE could qualify under the "demonstrable relationship" standard of Griggs. But it emphasized that the test cannot be used as a "tool of discrimination," nor "capriciously in derogation of the guidelines promulgated by ETS."

Chance v. Board of Examiners, 458 F. 2d 1167 (2d Cir. 1972), affg. 330 F. Supp. 203 (S.D. N.Y. 1971)

The two plaintiffs in this case, one black and the other Puerto Rican, claimed that the competitive examinations for permanent supervisory positions in the New York City public schools discriminated against blacks and Puerto Ricans and violated the "equal protection" clause of the Fourteenth Amendment. The U. S. 2nd Circuit Court of Appeals, in affirming the lower court's decision which had warranted a preliminary injunction against the tests, declared that there was evident a "prima facie case of invidious de facto discrimination."

Central to the case was evidence and testimony in which the proportions of New York's black and Puerto Rican school principals were compared with those for other large cities. Much of the testimony was of a highly statistical nature. "After all the statistical jargon," said the court, "like 'one tail' or 'two tail' tests and 'Chi-Square Test (Yates-corrected)' as well as the less esoteric numbers and percentages were placed before the trial judge, it was his job to resolve the issue."

The decision in the Chance case followed a line of legal argument that has been applied in a number of cases in which the use of testing has been challenged. First, the party bringing suit must reveal "prima facie" evidence that the effect of the testing system is discriminatory. (Here the courts found such evidence in the comparisons between cities.) Once "prima facie" discrimination has been shown, the burden of proof shifts to the defendant to demonstrate that the test in question is being used properly.

In this instance, the court ruled that neither content validity nor predictive validity had been established. Citing the Civil Rights Act of 1964, the Griggs decision, and the Equal Employment Opportunity Act of 1972, the court found no demonstration of job-relatedness. Thus, the failure of the "rational relationship" test obviated the need to apply the "compelling interest" test, the latter having been required in some cases to show, even where job-relatedness is established, that no less discriminatory tests are available for the same purposes.

U. S. v. North Carolina, 400 F.Supp. 343 (E.D.N.C. 1975)

In 1964 the State of North Carolina began to require that candidates for certification attain a minimum score of 450 on the Weighted Common Examination (WCE) of the National Teacher Examinations (NTE). This requirement was raised in 1966, at which time applicants were required to take both the Common Examination and the Teacher Area Examination (TAE) and attain a minimum score of 475 on each. The cut-off score was thus set by the State at a total minimum of 950.

In 1973 this practice was challenged in the courts. The plaintiffs charged that the use of a cutoff of 950 on the NTE caused invidious discrimination against blacks, Indians, and Oriental persons, in violation of the Fourteenth Amendment.

In deciding against the State, the court acknowledged that because of the variable quality of institutions of teacher training, the State could not rely on these institutions to produce graduates of consistently certifiable quality. Furthermore, "We think it is beyond argument that the State of North Carolina has the right to adopt academic requirements and written achievement tests designed and validated to disclose the minimum amount of knowledge necessary to effective teaching." But, "....What is wrong here is the failure of North Carolina to validate 950 as an NTE cutoff score. The record does not disclose why 950 was chosen rather than 900 or 1,000 or 800 or 1,100.... Nor has there been any validation with respect to teacher competency, e.g. that a score of 949 truly means that one does not possess enough knowledge to teach adequately."

The following is quoted from pages 9-10 of the decision:

1. In a free society all persons have a right of access to all vocations....

2. For the purpose of protecting the public from incompetency, the State may limit access to a vocation, here teaching, by establishing minimum standards of knowledge and acquired skills....

3. NTE tests do not measure teaching skills but do measure the content of the academic preparation of prospective teachers. We are inclined to think that the NTE tests measure the critical mass of knowledge in academic subject matter and that a score somewhere on the scale would disclose the knowledge necessary as a prerequisite to effective teaching.

4. Where that point is -- whether at 950 or some other score -- is not established....

5. Therefore, the establishment of 950 as a cutoff score is arbitrary, and unrelated to the legitimate State purpose of assuring possession of knowledge in academic subject matter necessary to effective teaching.

6. The right of the State to set standards for the purpose of improving the quality of instruction in the public schools is not separable from the right of the prospective teacher to enter his chosen profession. It is doubtless true that the top ten percent of those taking an NTE test possess more academic knowledge than the bottom ten percent, but it does not necessarily follow that the State may refuse to license the lowest 90 percent, or any other percent -- unless the refusal is job-related. Instead, the State must license not only the "best" but all those who are competent. Yet it is for the State to determine the minimum level of competence which shall be required of its teachers. It may require a higher level of competence than required by other states and it may administer tests designed to measure that competence and shown to be job-related.

> The nature and extent of the qualifications required must depend primarily upon the judgment of the State as to their necessity. If they are appropriate to the calling or profession, and attainable by reasonable study or application, no objection to their validity can be raised because of their stringency or difficulty. (Dent v. West Virginia, 129 U.S. 114)

Here there has been no valid determination of the point or dividing line between competency and incompetency and no job-relationship. Because the State may not refuse to license the competent applicant it may not do what it has done here: select a given score that is statistically calculated to produce a given failure percentage without showing a correlation with competency. In theory, at least, it should be possible for all applicants to pass a given test, i.e., to demonstrate the minimum necessary academic knowledge to enter the profession.

* * * *

> 9. Nothing contained herein shall be deemed to prevent the State from reinstating a written test cut-off score for prospective applicants to enter the teaching profession in North Carolina provided that such cut-off score shall first have been validated with respect to minimum academic knowledge an applicant must possess in order to become a reasonably adequate teacher and that such score be shown to bear a rational relation to teaching capacity. See ETS Manual for Designing and Conducting Validity Studies Based on the National Teacher Examinations 1972.

Washington v. Davis, 426 U.S. 229 (1976)

The cases cited and discussed above clearly established the way in which the EEOC guidelines were to be applied: all tests, and perhaps even other procedures, which were used to help make employment decisions about individuals, must bear a demonstrable relationship to the job in question. From the Griggs decision onward, it became increasingly clear that in the presence of evidence supporting a plaintiff's claim of discriminatory practices, the burden of proof shifted to the employer, who was required to present proof both that the test in question was in fact job-related and that there was no other satisfactory method of gaining the information needed for the employment decision in question.

In a decision handed down on June 7, 1976, the Supreme Court appears to have made a significant turn away from this relatively broad interpretation of the Equal Opportunity legislation. Washington v. Davis involved the validity of a qualifying test for the position of police officer in the Washington, D.C. Metropolitan Police Department. The case began when two black police officers filed suit against the

District of Columbia, alleging that the promotion procedures within the police department were racially discriminatory. They claimed that their applications to become police officers had been rejected, and that the Department's recruiting practices discriminated against black applicants by a series of procedures that included a written test of verbal aptitude which excluded a disproportionately high number of black applicants.

To be accepted by the Department and to begin its intensive 17-week training program, an individual was required to meet certain physical and character standards, to be a high school graduate or equivalent, and to score at or above 40 on "Test 21," a verbal aptitude test which is generally administered to prospective Government employees.

The validity of this test was the only issue before the lower (District) court, which noted that there was no claim of intentional discrimination, but only the claim that Test 21 was unrelated to job performance and was discriminatory in screening out black candidates. According to the District Court, the evidence supported three conclusions: (1) The number of black police officers was substantial but not proportionate to the racial mix in the city. (2) A higher percentage of black applicants fail Test 21 than whites. (3) The test in question had not been validated to show its reliability in predicting subsequent job performance. In reviewing the other evidence (e.g., the Department's systematic efforts to recruit blacks, many of whom scored at or above 40 on the test but never reported for duty), the District Court concluded that there was no evidence of discriminatory intent on the part of the Department; furthermore, it rejected the assertion that the test was biased in favor of whites and was "satisfied that the undisputable facts prove the test to be reasonably and directly related to the requirements of the police recruit training program and that it is neither designed nor operated to discriminate against otherwise qualified blacks." The District Court rejected the respondents' plea, stating that "the proof is wholly lacking that a police officer qualifies on the color of his skin rather than ability" and that the Department "should not be required on this showing to lower standards or to abandon efforts to achieve excellence."

The respondents then took the case to the Court of Appeals, which, citing the Griggs decision (that involved the interpretation and application of Title VII), held that the lack of discriminatory intent in the Department's use of Test 21 was irrelevant. The important point was that four times as many blacks as whites failed the test; this alone, regardless of intent, was sufficient to be unconstitutional in the absence of any proof that the test was a reliable predictor of job performance in addition to being an indicator of probable success in the training program. The Court of Appeals therefore reversed the decision of the District Court, and the case was appealed to the Supreme Court.

The Supreme Court held that the Court of Appeals had erred in its decision. According to the court, it does not necessarily follow that an action or procedure is unconstitutional solely because it has a racially discriminatory impact, regardless of whether there was any discriminatory intent. "We have never held that the constitutional standard for adjudicating claims of invidious racial discrimination is identical to the standards applicable under Title VII, and we decline to do so today." An intent to discriminate must be present. Nevertheless, the court maintained that where there is prima facie evidence of discriminatory impact, the burden of proof shifts to the defendant. Furthermore, "an invidious discriminatory purpose may often be inferred from the totality of the relevant facts,including the fact, if it is true, that the law bears more heavily on one race than another... because in various circumstances the discrimination is very difficult to explain on nonracial grounds" (p. 11).

The court found it "difficult to understand how a racially neutral employment test could be discriminatory solely because a greater percentage of blacks than whites failed the test. Test 21, which is administered generally to prospective government employees, concededly seeks to ascertain whether those who take it have acquired a particular level of verbal skill; and it is untenable that the Constitution prevents the government from seeking modestly to upgrade the communicative abilities of its employees rather than to be satisfied with some lower level of competence, particularly where the job requires special ability to communicate orally and in writing" (p. 15). The court agreed with the District Court that the evidence related to the Department's efforts to recruit qualified black applicants, together with the demonstrated relationship of the test to the police recruit training program, rendered untenable the conclusion that the Department's hiring practices were discriminatory.

With regard to the statutory requirements of Title VII, the Court of Appeals had held that the demonstrated relationship between scores on Test 21 and performance in the training program was insufficient to satisfy the statutory requirement of job-relatedness. The Supreme Court held that this was error. "The advisability of the police recruit training course informing the recruit about his upcoming job, acquainting him with its demands and attempting to impart a modicum of required skills seems conceded. It is also apparent... that some minimum verbal and communicative skill would be very useful, if not essential, to satisfactory progress in the training regimen" (p. 19). The conclusion that Test 21 was directly related to success in the training program, and that a positive relationship between the test and performance in training was sufficient evidence to validate the test, regardless of its possible relationship to the job itself, seemed to the court "the much more sensible construction of the job-relatedness requirement."

U. S. v. South Carolina (1977)

The impact of the Washington v. Davis decision is reflected in this, the first case involving the use of tests to aid employment-related decisions about teachers to be decided since Washington v. Davis. Plaintiffs challenged, on both constitutional and statutory grounds, the use of minimum score requirements on the National Teacher Examinations (NTE) to certify and determine the pay levels of teachers within the state.

NTE scores had been used by the state of South Carolina for over thirty years in making decisions both about the certification of teachers and the amount of state aid paid to local districts. In addition, NTE scores were used by local school boards to assist in selection decisions. Between 1969 and 1976, the state required an NTE score of 975 or higher for certification. In 1976, following a validity study (Educational Testing Service, 1976 -- see below), new certification requirements were established. These involved the use of different minimum scores for certification in different teaching areas; cut-off scores thus established ranged from 940 to 1198.

Plaintiffs asserted that because more blacks than whites had historically scored below the minimum (cut-off) required for certification, this use of the NTE created a racial classification "in violation of the constitutional and statutory provisions cited in their complaints."

Constitutional Issues

The Court considered separately plaintiffs' allegations of unconstitutionality of the use of NTE scores for certification and for determining the amount of state aid for local school districts. Following the Washington v. Davis decision, the Court in this case said that in order to sustain the allegation of a Fourteenth Amendment violation, plaintiffs must "....prove that the State intended to create and use a racial classification. If plaintiffs fail to prove intent (or defendants adequately rebut that proof), then we must evaluate this classification under the rational relationship standard required by the Fourteenth Amendment as to all such classifications."

And the court went on, citing the Supreme Court's decision in Village of Arlington Heights v. Metropolitan Housing Development Corp., to list several factors which could be considered in evaluating discriminatory intent: historical background, the sequence of events leading up to the challenged decision (including substantive and procedural departures from the norm), legislative history, and testimony from officials. Considering these factors, the court proceeded to examine separately the challenged uses of the NTE with respect to certification and for the allocation of state aid.

The court carefully examined each decision related to each use of the NTE. This weighing of the historical evidence relative to the State's intent in establishing certification and state aid schedules fills fourteen pages of the decision. For our present purposes it is sufficient to note that in no instance did the court conclude that the record contained evidence to support plaintiffs' allegation of intentional discrimination on the part of the State. So the court went on to the second half of its equal-protection analysis:

> In the absence of discriminatory intent, the classifications of teachers for both certification and pay purposes may be assessed under the "rational relationship" standard required by the Fourteenth Amendment.... The Supreme Court has defined this standard in the following terms:
>
> > Although no precise formula has been developed, the Court has held that the Fourteenth Amendment permits the States a wide scope of discretion in enacting laws which affect some groups

> of citizens differently than others. The constitutional safeguard is offended only if the classification rests on grounds wholly irrelevant to the achievement of the State's objective. State legislatures are presumed to have acted within their constitutional power despite the fact that, in practice, their laws result in some inequality. A statutory discrimination will not be set aside if any state of facts reasonably may be conceived to justify it. [McGowan v. Maryland, 366 U.S. 420, 425-26 (1961)]
>
> We conclude that the State's use of the NTE for both certification and pay purposes meets the "rational relationship" standard of McGowan v. Maryland.... and consequently does not violate the equal protection clause of the Fourteenth Amendment. No more rigorous constitutional standard need be applied.... We find that the defendants' use of the NTE bears a "fair and substantial relationship to the achievement of an important and constitutionally permissible governmental objective."

The court therefore concluded that the State did not need to justify its actions. It is thus doubly interesting to note that the court continued by examining the State's justification for its use of the NTE:

> ....the defendants have offered a legitimate and important governmental objective for their use of the NTE. The State has the right to adopt academic requirements and to use written achievement tests designed and validated to disclose the minimum amount of knowledge necessary to effective teaching.... The record supports the conclusion that the NTE are professionally and carefully prepared to measure the critical mass of knowledge in academic subject matter. The NTE do not measure teaching skills, but do measure the content of the academic preparation of prospective teachers....
>
> Furthermore, there is ample evidence in the record of the content validity of the NTE. The NTE have been demonstrated to provide a useful measure of the extent to which prospective teachers have mastered the content of their teacher training program. In a similar challenge to a bar examination the Fourth Circuit has held that proof of such content validity is persuasive evidence that the equal protection clause has not been violated. Richardson v. McFadden, 540 F.2d 744 (4th Cir. 1976). The Supreme Court has held that a substantial relationship between a test and a training program -- such as is found here -- is suffi-

> cient to withstand a challenge on constitutional grounds. Washington v. Davis, 426 U.S. at 248-52....

And finally,

> Although we agree that a professionally designed and executed validity study is not necessarily required to demonstrate the relationship between a challenged use of a test and the governmental objective for which it is being used, Tyler v. Vickery, supra, we find support for our conclusions with respect to the NTE in the validity study conducted in this case....

Statutory (Title VII) Issues

In Washington v. Davis, the Supreme Court had held that, under Title VII, when employment practices operated to disqualify disproportionate numbers of blacks, there was no need to prove discriminatory intent, and that the rational relationship test was not sufficient to establish the worth of the challenged test. It is also necessary for the challenged practice to be validated in terms of job performance, "perhaps by ascertaining the minimum skill, ability, or potential necessary for the position at issue and determining whether the qualifying tests are appropriate for the selection of qualified applicants for the job in question. (Id. at 246)."

It was therefore necessary for the employer to demonstrate not only that that the test in question differentiated between those respondents who did and did not possess some minimum level of verbal and communication skill, but also that these skills were actually related to the legitimate employment objectives of the employer.

Furthermore, Washington v. Davis left unchanged the original Griggs ruling that the employment practice must be a "business necessity."

That plaintiffs had established the use of NTE scores by the state to have a disproportionate impact on blacks, both in certification decisions and in the allocation of state aid to local districts, shifted the burden of proof to the defendants. The State's response involved the commissioning of a validity study by ETS. This study is reported in some detail elsewhere in this report; however, to summarize, it was a content validity study that used a panel judgment method of assessing the degree to which the content of the NTE matched the content of South Carolina programs of teacher education. It also attempted to set minimum score requirements by estimating the amount of knowledge that a teacher who was minimally qualified to teach in the State's schools would have.

After carefully considering the design and conduct of this study, the court said:

> The design of the study is adequate for Title VII purposes. The Supreme Court made clear once again in Washington v. Davis that a content validity study that satisfies professional standards also satisfies Title VII. 426 U.S. at 247, n. 13. [Three expert witnesses called by the defense] testified in an unqualified fashion that.... the ETS study design met all of the requirements of the APA Standards, the Division 14 Principles, and the EEOC Guidelines....

Moreover, the court approved the ETS decision to validate against the academic training program rather than job performance. The court cited the Washington v. Davis decision, in which the Supreme Court held that "[A] positive relationship between the test and training course performance was sufficient to validate the former, wholly aside from its possible relationship to actual [job] performance...." (426 U.S. at 250-251).

Finally, the court considered the question of whether the State had satisfied the "business necessity" requirement originally established in the Griggs decision. In what may ultimately be the most significant portion of its decision, the court said:

> This "business necessity" doctrine appears neither in the explicit language nor in the legislative history of Title VII. The Court in Griggs and subsequent Title VII cases did not establish judicial standards for determining whether a particular practice is a business necessity. The EEOC Guidelines are of little assistance because they were published before Griggs and have not been updated since that time.

A footnote to this paragraph elaborates on the Guidelines:

> The EEOC re-published these regulations, without change, on November 24, 1976.... The EEOC evidently equates the concept of business necessity with the measurement concepts of statistical and practical significance. [The regulations state]:
>
> > In assessing the utility of a test the following considerations will be applicable:
> >
> > (1) The relationship between the test and at least one relevant criterion must be statistically significant....
> >
> > (2) In addition to statistical significance, the relationship between the test and criterion should have practical significance.
>
> By their terms, these regulations are applicable only to a criterion-related validity study. The EEOC sets out no analogous requirements for a content validity study.

And the decision itself continues:

> We think that Griggs did not import into Title VII law the concept of "compelling interest" developed as a part of the "strict scrutiny" standard for assessing certain classifications under the Fourteenth Amendment. Under this concept, the Court would balance the disparate impact on blacks against the business purpose of the employer and uphold the business practice only if it were sufficiently "compelling" to overcome the disparate impact. It is our view that the Supreme Court intended an examination of the alternatives available with respect to the legitimate employment objective identified by the employer to determine whether there is available to the employer an alternative practice that would achieve his business purpose equally well but with a lesser disparate impact by race. In examining alternatives, the risk and cost to the employer are relevant.

In this case, the plaintiffs had suggested only one alternative to the use of the NTE for certification purposes: graduation from an approved program. Because the record in the case "amply demonstrates that there are variations in admissions requirements, academic standards and grading practices at the various teacher training institutions within the State," and because of the methods used by the state in approving teacher training programs, the court held that this alternative would be less satisfactory for teacher certification than "the use of a content-validated standardized test.... The standardized test scores do reflect individual achievement with respect to specific subject matter content, which is directly relevant to (although not sufficient in itself to assure) competence to teach...." The use of NTE scores for certification purposes was therefore held to survive the business necessity test.

Finally, the court examined the uses of the NTE for salary purposes. This use clearly did have a disproportionate impact on blacks, thus shifting the burden of proof to the State, which identified its employment objective as "providing an incentive for improvement, so that teachers without adequate knowledge to teach effectively will upgrade their capability...." The same evidence of a rational relationship between this objective and State pay scales was considered, as discussed above in the section dealing with constitutional challenges; the court concluded that the evidence was sufficient to establish the relationship.

As for the "business necessity" test, the court concluded:

> We believe that a distinction for pay purposes between those who are qualified as well as between those who are not qualified survives the business necessity test. There appears to be no alternative available to the State, within reasonable limits of risk and cost, for providing the incentive necessary to motivate thousands of persons to acquire, generally on their own time and at their own expense, the necessary additional academic training so that they will be minimally competent teachers. Having made the investment of four years in an undergraduate education, it seems reasonable to try to upgrade the talent of unqualified teachers where possible, rather than rejecting them altogether.

Conclusions: The Legal Issues

Tests may be challenged on either constitutional (equal protection) or statutory (Title VII) grounds. Generally, plaintiffs in the cases reviewed above have asserted that the challenged use of a test has violated both the constitutional and statutory strictures governing employment discrimination.

The standard used by the courts in deciding such cases varies according to whether the challenge is on constitutional or statutory grounds. The basic difference is that when the use of a test is challenged on constitutional grounds, its use will come under "strict scrutiny" only if its discriminatory impact is held to be intentional;

otherwise, the "rational relationship" standard will apply. If, on the other hand, the test is challenged on statutory grounds, plaintiffs need establish only that the test in use has a discriminatory effect, and they are not required to prove intent; discriminatory effect alone is sufficient to shift the burden of proof to the employer, who is required to demonstrate that the test has been validated in terms of job performance.

Analysis of the Issues

Definition of "Adverse Impact"

Clearly, neither Constitution nor Congress requires that all tests used for employment purposes be job-related. Judicial scrutiny is brought to bear only when it has been established that the use of a test to assist with some particular employment decision has an "adverse impact" -- that is, the practice in question disqualifies substantially disproportionate numbers of blacks (or, occasionally, other minorities).

Unfortunately, neither the "disproportionate number" nor the relevant labor force have been adequately defined by the courts. Holt et al. (1975), in their amicus brief for the Washington v. Davis case, provided a careful analysis of these issues:

> [In the Washington v. Davis case], neither the district court nor the court of appeals made findings concerning the relevant labor force from which the District of Columbia Police Department draws its officers and the concomitant relevant labor force parity percentage for black officers. Several alternatives apparently were available to the courts, ranging from the eligible 20-29 age group in the District of Columbia (c.67% black), to the eligible 20-29 age group in the District of Columbia Standard Metropolitan Statistical Area ("SMSA") (c.24.7% black....), to the eligible

> 20-29 age group in the geographic area within a 50-mile radius (....c.44% black....).
>
> There is also little exploration in the record of the consequences of the Police Department's affirmative action efforts on the characteristics by race of the applicant flow to the Department in recent years.

And, quoting the California Fair Employment Practices Commission Guidelines, "Introduction," BNA, FAIR EMPLOYMENT PRACTICES MANUAL, 451-145, p. 34-35:

> Raw rejection rates are not necessarily sufficient to evaluate adverse impact. On many occasions the raw rejection rates must be compared with an expectation based on the characteristics of an employer's applicant population and any special recruiting efforts which might affect his applicant population. For example, when an employer is aggressively recruiting minority group members from among the "hard core" unemployed who have lower levels of education and experience than the general population, disproportionate rejection rates might not be judged evidence of adverse effect.

With regard to the precise magnitude of the differential (racial) impact of a testing program, the primary governing statement comes from the landmark Griggs decision, in which the Supreme Court held illegal on statutory grounds any "requirements which operated to disqualify Negroes at a substantially higher rate than their white counterparts .... unless they are demonstrably a reasonable measure of performance." This rule was elaborated somewhat in Albemarle Paper Company v. Moody, 422 U.S. 405, in which a prima facie case of discrimination was held to be one in which "the tests in question select applicants for hire or promotion in a racial pattern significantly different from that of the pool of applicants."

Job-Relatedness

The issue of job-relatedness -- its meaning in a legal and a psychometric sense -- is the core issue of this paper. From a legal standpoint, the basic question is what evidence should be required to establish that a challenged test is (or is not) sufficiently job-related to justify its continued use.

According to Willems et al. (1975), the determination of "job-relatedness" under Title VII requires answers to two basic questions:

> Has the employer selected an attribute or skill to be measured which is reasonably related to likely success (or lack of success) on the job; and
>
> If so, is the test at issue properly designed and used to measure the particular attribute selected by the employer?

The answer to these questions depends on two factors: the purpose (the decision being made) for which the challenged test is used, and the state of current knowledge relevant to the decision being made.

Each different kind of decision implies the need for specific information about the individual. To make a licensing decision, for example, requires that we determine only whether the individual possesses the minimum knowledge or skill required to teach in the state. A selection decision, on the other hand, implies the need for more extensive information about the candidate -- information regarding his or her "fit" with the specific requirements of the job in question. Clearly, a test which is adequate for the former purpose might well be entirely inadequate for the latter; and the evidence required to establish (legally) job-relatedness varies similarly.

CHAPTER III

THE STUDY: A JOB ANALYSIS OF TEACHING

PHASE I: QUESTIONNAIRE DESIGN, CONSTRUCTION, AND PILOT TESTING

This chapter describes the first phase of a project intended to produce a job analysis of teaching. The first step in the job analysis was to develop an instrument that could be used to define job content and to examine the relationship of job content to job context.

During Phase I, the services of 48 teachers were enlisted to aid in the development of a list of the tasks and functions involved in teaching. The end product of the work of Phase I was a questionnaire designed to elicit information about the number, frequency, and importance of the tasks in the list across teachers at different levels. The questionnaire was to become the major vehicle for data collection in Phase II.

Questionnaire Design

Phase I of the project was conducted in close cooperation with the local teachers' associations in two Maryland school districts -- Anne Arundel County and Cecil County. In each district, eight teachers were selected to serve on each of three Site Committees, one elementary, one middle, and one secondary school. The teachers were selected to represent a range of teaching levels, subjects, and contexts. In all, 48 teachers participated in Phase I: three separate groups of eight teachers from each of two districts comprised the teacher committees.

Recruitment procedures were slightly different in the two districts. In one, a project description and an invitation to volunteer was sent to all teachers in the district by the local association. In the other, where a list of potential teacher volunteers already existed, teachers on the list were phoned, given a verbal description of the project, and invited to participate. In both cases, the project director and association staff worked together to select the committees.

The teacher committees had two major tasks:

1. To assist in identifying and defining basic teaching tasks and functions;
2. To code all teaching tasks by deciding which basic teaching function(s) was (were) served by each task.

The committees first met in April 1978, separately by district, but with all three committees together within each district. The initial meeting, the first of three, was a dinner meeting. Its purposes were to give the committee members and the project director a chance to get to know each other, to ensure that the nature and goals of the project were understood by the teachers, and to develop the initial list of basic teaching functions. At this meeting, teachers were provided with a more complete description of the background, goals, and procedures of the project than they had been given at the time of their initial invitation to participate. They were also informed about procedures to assure the confidentiality of individual data, and given an opportunity to ask questions.

In one of the districts, the meeting had an additional organizational mission. In that district, the administration had reversed its earlier decision to provide released time for teachers participating in the project. As a result, some discussion during the initial meeting of the committees was given over to an explanation of the change to the teachers and to an assessment of their willingness to work on the project on their own time.

Teachers were then divided into their three separate committees to start the task of defining basic teaching functions. To alleviate some initial confusion over the difference between "tasks" and "functions," working definitions of the terms were adopted: "tasks" were defined as activities -- "what teachers do" -- and "functions" as goals or responsibilities -- "what teachers try to accomplish." By the end of the first meeting, all committees had completed the task, although two of the six elected to define tasks rather than functions. (There was no serious consequence to this divergence; at a subsequent meeting, the four committees that had previously defined functions defined tasks, while the two that had defined tasks defined functions).

The second set of meetings, then, in which each committee met as a separate unit, was devoted to defining basic teaching tasks (or functions, in the case of two committees) and to relating the tasks to the basic teaching functions identified at the first meeting. The product of the second meeting was a list of basic teaching tasks each coded as to the function or functions it was thought to serve. At the third meeting of each committee, the task and function lists were reviewed and revised.

After the introductory session at the initial meetings, the committees worked independently of one another. While this independence resulted in some duplication and redundancy of task and function definitions, it ensured that the different levels represented by the committees were accurately and independently reflected in the documents. (See Appendix IA and Appendix II.)

Following each meeting, all committee output was entered into the AUGMENT system for filing, formatting, and analysis. AUGMENT is a computer service of Tymshare, Inc., which provides, among other capabilities, integrated text processing and text management. Its use in this project provided storage and retrieval of textual project data. It also produced legible, neatly formatted copies of the products of committee from each meeting in time for review and discussion by committee members at the next meeting.

Extensive editing of both the task and function lists was necessary to reduce the redundancy produced by the independent operation of the committees. In some cases, the task was trivial. For example, all committees had identified a basic functional category called "Administration," and the task was simply to reduce the number to a single entry. In other cases, the process was less straightforward and more subjective. For example, all committees identified a task which involved teachers patrolling school corridors. Some called it "hall duty," others "policing the hall," and one spoke of "hall patrol." Variations in terminology notwithstanding, the tasks were judged to be the same and were combined into one task called "hall duty."

Some tasks were dropped from the final list because they were too vague or too general. One committee, for instance, defined a task labelled "teaching;" another listed one called "establishing good behavior patterns." Although both concepts were represented on the final list, neither was retained in its original form. "Teaching" appeared on the final list in some 65 specific teaching techniques.

In an effort to develop comprehensive lists, the committees had been instructed to list any or all teaching tasks or functions that teachers performed, whether or not individual members of the committees had themselves performed them. As a check on the adequacy of the coverage provided by this procedure, the final list of teaching tasks was compared with the list of "competencies" given in the Florida Catalog of Teacher Behavior (Dodl, 1973). Subsequently, fourteen items from the catalog were added to the list. One such addition was Catalog item 1254 ("ascertaining interests and degrees of motivation by conducting informal interviews with pupils"); its inclusion reflects the fact that most of the committees had talked generally about "motivating students" but none had listed any specific tasks related to this function.

The edited final list of teaching tasks is given in Appendix IB. The list became the major source of items for a questionnaire intended to provide data describing the variation in teaching tasks and functions across positions.

Questionnaire Development

As indicated above, the list of teaching tasks formed the basis for a questionnaire whose function was to describe the various task components of teaching across positions. Using the list of tasks as the basic content of the instrument, four types of related information were to be collected: time on task, frequency of performance, perceived importance, and an indication of which tasks were performed at all (in other words, a checklist). Time on task was elicited using the following item stem:

> For each of the following tasks or activities, please write the approximate average amount of time you spend on each task, using the following scale:
>
> None at all.....................................1
> One hour per month or less......................2
> One to four hours per month.....................3
> One to four hours per week......................4
> One or more hours per day.......................5

Frequency of performance was requested in the following manner:

> For each of the following tasks or activities, please rate the approximate frequency with which you perform each task, using the following scale:
>
> Never...1
> Less than once a month..........................2
> Seldom (1-4 times/month)........................3
> Occasionally (1-4 times/week)...................4
> Often (1-4 times/day)...........................5
> Very Frequently (5 or more times/day)...........6

The following item stem was developed to tap perceived importance:

> Please rate the importance in your teaching of each of the following activities or factors by placing the appropriate number from the following scale in the blank in front of each item:
>
> Not important, trivial..1
> Minor importance -- doesn't matter much.................................2
> Some importance -- could survive without it, but should do it..........3
> Important -- my teaching performance would suffer without it...........4
> Very important, vital...5

Finally, the check list was introduced in the following way:

> For the following list of tasks or responsibilities, please place a check in the space preceding each item which applies to your own teaching -- i.e., you do it or are responsible for getting it done.

In all, there were 92 "time on task" items, 142 "frequency of performance" items, 45 "checklist" items, and 10 "importance" items. The full questionnaire appears in Appendix IV.

Because functional categories represented task clusters, they did not appear in the questionnaire but were rather used to guide the analysis. As noted earlier, tasks were assigned to functional categories by the committees. (See Appendix III.) A factor analysis was performed as a check on the committees' assignment of tasks to functions.

It should also be noted that the questionnaire included few items related to subject matter content or specific instructional objectives. The decision to de-emphasize specific content was based on the committee members' assertion that their instructional objectives are pretty much determined by official district-wide curriculum guides. Assuming the accuracy of this assertion, the most direct source of information about subject matter content is the curriculum guide. Nonetheless, a check on the validity of the committees' assertion was included in the questionnaire in the form of the following question:

> To what extent are your instructional goals or objectives determined for you by an official curriculum or curriculum guide? Please check the space preceding the response which most closely approximates your own position.
>
> ____ Not at all; I am competely free to set my own goals and objectives
>
> ____ Somewhat; there is an official curriculum, but I am free to modify it as I wish
>
> ____ Quite a bit; I am free to add "enrichment" activities or objectives, but must otherwise adhere to the official curriculum
>
> ____ Completely

A copy of the questionnaire is included in Appendix IV.

Results & Discussion

The list of teaching tasks developed by the Site Committees appears as Appendix IB to this report; the list of basic teaching functions is presented as Figure 1. Two of the main functions, Teaching and Administrative - Other, were further subdivided And are shown in Figure 1a. It seems clear from these documents that teachers perform a tremendously wide range of activities during the normal course of their working days.

Although no reader of the educational research literature of the past few decades would ever be tempted to conclude that teaching is a simple, undemanding job, the literature does not come close to describing the breadth of activities carried out by teachers. Phase I of the project described in this report has demonstrated that in addition to their role as educators, teachers function as custodians, guidance counselors, record keepers, purchasing agents, and security officers, to name only a few of their supplementary activities. While it remained for the next phase of the research to determine how much relative time and importance are allotted to any or all of the tasks and functions enumerated, it seems an important finding for its own sake that the list of tasks and functions is so wide. It appears, for instance, that any court confronted with a challenge to employment decisions involving teachers should be aware that a teacher's job encompasses a broad range of activities. The range of skills, abilities, and knowledge that are defensibly to be considered job-related must therefore be similarly broad.

Moreover, the success of Phase I activity in producing a reasonable paper-and-pencil instrument that describes job content suggests that it is possible to collect data concerning job content simply and cost effectively. It would not seem unreasonable, therefore, for the courts to require districts whose employment practices are challenged on constitutional or statutory grounds to defend their procedures with data from their own internal job analysis of teaching.

Chapter IV describes the use of the questionnaire in actual data collection. The activities of Phase II provide information that is important for its own sake but that also represents evidence concerning the quality and value of the data collected via the questionnaire and about the questionnaire itself, its comprehensibility and ease of administration.

Figure 1: Basic teaching functions

1. **Administrative -- Supervisory:** the teacher's role in managing school activities
2. **Administrative -- Other:** (e.g., record-keeping) activities of teachers which serve the noninstructional needs of the school as an organization
3. **Classroom management & environment:** the teacher's responsibility for maintaining a total environment conducive to learning
4. **Health and Safety:** the teacher's role in safeguarding the health and well-being of the child in his/her care
5. **Housekeeping/Custodial:** the teacher's role in maintaining a clean, neat, orderly physical environment
6. **Human Relations:** the teacher's role relative to students and colleagues
7. **Legal:** what teachers do because they are mandated by statute or regulation, or in order to avoid legal liability
8. **Personal Service:** the teacher's role as mother, caretaker
9. **Professional/Personal:** the teacher's role as a member of a profession
10. **Public Relations:** the teacher's role as visible representative of the school to the public
11. **Security:** the teacher's role in maintaining order, guarding the school building and supplies, etc.
12. **Teaching:** the teacher's role as instructor, mentor, counselor
13. **Technician:** the teacher's role in operation, repair, or maintenance of equipment
14. **Miscellaneous:** everything else

Figure 1a: Subcategories of Teaching and Administrative - Other

A. Teaching: The teacher's role as instructor, mentor, counselor

(1) Instruction (process)

Preparation
Conducting Lessons
Follow-up
Evaluation
Miscellaneous Instructional

(2) Instruction (goals)

Academic
Individual
Social

(3) Guidance

B. Administrative -- Other: e.g. record-keeping things teachers do which serve the non-instructional needs of the school as an organization

(1) Clerical
(2) Materials management (e.g., inventory control)
(3) Purchasing
(4) Records management

CHAPTER IV

PHASE II DATA COLLECTION AND ANALYSIS

Data Collection

Target districts were selected with the assistance of the New York State United Teachers. The cooperation of local NYSUT associations was solicited through a letter from the NYSUT president to the presidents of the locals, who were invited to discuss the project either with NYSUT staff or with the Project Director.

Two weeks later, questionnaires were mailed to the 24 participating districts. (The questionnaire may be found in Appendix IV.) There, district NYSUT staff distributed the questionnaires by placing them in the teachers' school mailboxes. Self-addressed, prepaid envelopes were included so that the questionnaires could be returned directly to ETS.

A total of 3900 questionnaires went out to teachers in 24 districts. Usable responses were obtained from 831 teachers in 19 districts. Questionnaires were considered unusable only if the responding teacher had not provided any identifying information; a few had, in an excess of zeal for guarding their own privacy, gone so far as to rip the cover off the questionnaire, thereby destroying even the district identification. Questionnaires which included some but not all of the requested identifying information (name; school; district; grade(s) taught; subject(s) taught; and total years teaching experience) were coded for analysis, but were included only in those analyses for which the responding teachers had provided the needed information.

Data Reduction

Missing Data Correlations

Correlations among responses to the JAT questionnaire were computed with missing responses for an item filled in with the mean response for the item. Since all items were answered by most respondents and missing responses were scattered, this treatment seems both simple and appropriate for avoiding any possibility of inflating correlations unduly. Indeed, the procedure tends to deflate correlations by putting people with responses of only one of a pair of items always exactly at the mean in the item they have missed rather than above or below. According to the assumption that they resemble people who are complete in both items we might expect them to be above or below in the item they have missed depending on whether the correlation for all people was positive or negative. However, a strategy for estimating the correlations from available pairs based on this rationale often leads to non-Gramian correlation matrices, and even when it does not it raises questions about how factor scores may be estimated in a factor analysis. Accordingly it was judged best to do as has been done and possibly lose a little of the strength of the correlations but retain the desirable properties of Gramianness in the correlation matrix and factor scorability.

Factor Analyzing 294 JAT Items

Because of the large number (294) of items in the JAT questionnaire, meaningful interpretations of the results at the item level would be difficult (if not impossible). Accordingly, it was decided to use factor analysis to reduce the data to a reasonable number of basic job dimensions. In addition to facilitating overall analysis, it was hoped that this procedure would allow an empirical test of the fit between the data and the basic job dimensions defined by teachers in Phase I (see Appendix II).

In factor analyzing the JAT questionnaire the project staff encountered two major problems. The first was simply the large number (294) of items involved). The second was the problem of persuading survey statisticians of the plausibility of factor analysis as a technique for describing survey content. The general problem of the plausibility of factor analysis is a broader question than that of the specific expedients needed to handle a large number of items or variables, so it merits priority in treatment.

What is most disturbing about factor analysis is that the hypothetical factors are unobservable. To interrelate observable variables seems an obviously useful activity, but to describe the known in terms of the unknown and unknowable things seems much more questionable.

To meet objections arising from this point of view, we have chosen methods of factor analysis in which the unknown sample factor values are actually estimatable, and in which the estimated population covariance matrix of the estimated factor scores is the same as their actual sample covariance matrix. Thus we say about the population what we see in the sample.

We also are at pains to show the estimated reliability of the factor score estimates, i.e., the estimated squared population correlations of the unknown and unknowable factors with their estimates. These reliabilities can provide reassurance that while our factors are unknown and must remain absolutely unknowable in absolute terms, we can nevertheless narrow the range of error about them sufficiently for our estimates to be regarded as composites of observable variables that measure the hypothetical and unknowable factors with an acceptable degree of precision.

The large number of items in the JAT questionnaire necessitated developing a special way of carrying out a factor analysis to avoid expensive, time consuming computations. To this end the items were separated into systematic thirds. The first third consisted of items 1, 4, 7,..., 292; the second of items 2, 5, 8,..., 292; and the third, of items 3, 6, 9,..., 294. It was anticipated that the redundancy of the questionnaire would be such that each of these three subsets of items would contain much the same content as the complete questionnaire, at least insofar as their most important features were concerned.

Accordingly, each subset of 98 items was subjected to an analysis for 10 canonical orthogonal factors using a restricted method of factor analysis as noted above, which parsimoniously determines estimates of factor scores whose population covariance matrix is the same as their actual sample covariance matrix. The reliability of the factor score estimates obtained ranged from .65 to .95.

The factor scores coefficients matrices were then scaled so that the factor scores would have unit error variance. The 30 x 30 covariance matrix for these unit error variance factor scores was then computed and analyzed for 10 second order factors and the factor matrix so obtained was transformed into a canonical orthogonal analysis of the 30 x 30 estimated factor score intercorrelation matrix. At this point it was possible to try to verify the primary factor analyses of the 98 item subsets.

In particular, we found that the communalities of the second order factors reproduced the reliabilities of the first order factor analysis very closely for the first 7 factors of the first set of 98 items, the first 8 factors of the second set and the first 6 factors of the third set. Accordingly, it was decided that these 21 factors in total were an adequate number within which to look for common factors over the three sets.

The primary analyses were then redone, obtaining 7 factors for the first set of 98 items, 8 for the second, and 6 for the third. In terms of these revised first order factors, a new second order factor analysis was carried out. It now took 9 second order factors to determine communalities that reproduced the reliabilities of the primary analysis for all 21 first order factors extremely closely. These 9 second order factors not only reproduced the reliabilities of the first order factors, but also reproduced the correlations among the first order factors quite well.

Because the coefficients to determine the first order factor score estimates existed, and another set of coefficients existed to convert the first order factor scores to the second order factor scores, we could and did obtain factor score coefficients which described the canonical second order factors from the values of the original 294 item scores. It is from this factor score coefficients matrix for 9 second order canonical factors score estimates and their estimated reliabilities that the canonical orthogonal factor matrix is obtained. From this factor matrix the communalities of the original 294 items are then computed.

In this way we obtained a 9 factor canonical orthogonal analysis of the 294 item JAT correlation matrix. The problem then was to turn the canonical orthogonal analysis into an equivalent oblique analysis exhibiting as simple a structure as possible. The purpose of this step was, of course, to facilitate interpretation of the factors.

Since it is true that an equally well-fitting oblique factor solution can be derived from a canonical orthogonal one for any matrix of factor correlations, it behooves us to choose a method for obtaining an oblique solution that is well rationalized. We note that the oblique factor score coefficients in conjunction with the canonical factor matrix completely determines the oblique factor correlations. Thus it seems best to derive our oblique factors by requiring that the matrix of coefficients for their factor score estimates should have a maximum varimax criterion. This criterion function tends to make as many elements of the columns of a matrix as close to zero as possible, and, applied to the factor score coefficients, identifies each factor score estimate most strongly with some subset of the variables. Only as much correlation among the factors emerges as is necessary for clarifying the identification of the factor scores with the variables.

The elements of the pattern and structure matrices arise as consequences of this choice of factor scores coefficient matrix. The pattern of implication then is first that the oblique factor scores coefficient matrix and the canonical orthogonal factor matrix determine the factor correlations. Then the oblique factor scores coefficients and the unique factor variances determine the oblique factor pattern matrix, while finally the oblique factor pattern matrix and the oblique factor correlation matrix determine the oblique factor structure matrix.

In this method, what is observable by way of the simplification of the coefficients used in forming actual oblique factor scores is the basis for estimating the theoretical oblique factor pattern matrix. Thus, again, what we see in the sample determines the theoretical oblique factor model.

To the well-informed student of confirmatory factor analysis this method may seem strange. The estimated model characteristics are completely induced from observable sample characteristics, and no scope has been left for subjective hypotheses about the prior nature of the factors of the JAT questionnaire. The reason for this is plain: It is extremely difficult to formulate meaningful prior hypotheses about the relationships among the 294 items of the JAT survey. Indeed, in great part the project was undertaken to provide a basis for framing such hypotheses. What is needed, then, was just such an empirical induction as we have developed.

The Nine Factors: Basic Dimensions of Teaching?

The nine oblique factors obtained from the analysis described above are listed below (Table 1) together with their reliabilities; correlations among the factors may be found in Table 2. In addition, listings of all questionnaire items with factor loadings greater than .30 are in Appendix V.

The results of a factor analysis like the one performed in this project are useful to the extent that they reduce the data to a set of meaningful and reliable variables. This reduction allows subsequent analyses to be based on meaningful aggregates of item scores, adding considerably to both the reliability and the comprehensibility of the results.

As can be seen in Table 1, the nine factors which emerged from the JAT Questionnaire are not only interpretable but represent an intuitively reasonable set of basic teaching job dimensions. The lowest factor reliability is .7742, with the other eight reliabilities all greater than .92. Moreover, although the factors are not independent (there is after all no adequate a priori reason to expect basic job dimensions to be independent of one another), their intercorrelations (Table 2) are low enough to allow them to be viewed as sufficiently different for separate examination and analysis.

TABLE 1: The nine factors and their reliabilities

FACTOR 1: Busy Work — Care of school, classroom, and students
Reliability: .9464

FACTOR 2: Administration (School)
Reliability: .9307

FACTOR 3: Testing and Evaluation
Reliability: .9511

FACTOR 4: Instructional Breadth (Breadth of Instructional Goals)
Reliability: .9344

FACTOR 5: Counselling, Guidance, & Referrals
Reliability: .9475

FACTOR 6: Administration (Classroom)
Reliability: .9355

FACTOR 7: Teaching
Reliability: .9259

FACTOR 8: Enrichment Activities
Reliability: .9220

FACTOR 9: Extra-Curricular Activities
Reliability: .7742

TABLE 2: OBLIQUE FACTOR CORRELATION MATRIX

	1	2	3	4	5	6	7	8	9
1	1.0000	0.2152	0.3785	-0.0470	0.5501	0.4119	0.4495	0.4740	0.1301
2	0.2152	1.0000	0.1088	0.1647	0.3190	-0.1075	-0.0223	0.1951	0.3457
3	0.3785	0.1088	1.0000	-0.1366	0.3582	0.1295	0.5025	0.1080	0.2495
4	-0.0470	0.1647	-0.1366	1.0000	0.0251	-0.1305	0.0768	-0.2813	0.1651
5	0.5501	0.3190	0.3582	0.0251	1.0000	0.5130	0.4756	0.4743	0.1010
6	0.4119	-0.1075	0.1295	-0.1305	0.5130	1.0000	0.5478	0.7268	-0.3002
7	0.4495	-0.0223	0.5025	0.0768	0.4756	0.5478	1.0000	0.6016	-0.1076
8	0.4740	0.1951	0.1080	-0.2813	0.4743	0.7268	0.6016	1.0000	-0.0227
9	0.1301	0.3457	0.2495	0.1651	0.1010	-0.3002	-0.1076	-0.0227	1.0000

Relationship Between The Nine Factors and the A Priori Job Dimensions

During Phase I of this project, the six site committees individually defined what they considered to be "basic teaching functions." These "functions" were then sorted and merged by project staff and re-presented to the site committees. From this process there emerged the fourteen basic teaching functions previously discussed.

These functions represent basic dimensions of the job of teaching as seen by job incumbents, the teachers. Consequently, the adequacy of the results of the JAT Questionnaire factor analysis and of the interpretation of these results may be further tested by comparing these "a priori" job dimensions to those defined by factor analysis.

Table 3 lists the nine JAT Questionnaire factors. Below each factor can be found the a priori job dimension corresponding to each factor (complete lists of the a priori dimensions, together with the questionnaire items which site committees thought were related to each dimension, may be found in Appendix III).

TABLE 3: A Priori Job Dimensions Compared with the Nine JAT Questionnaire Factors

FACTOR 1: Busy Work — Care of school, classroom, and students

3. Classroom management & environment

4. Health and Safety

5. Housekeeping/Custodial: The teacher's role in maintaining a clean, neat, orderly environment

8. Personal Service: the teacher's role as mother, caretaker

FACTOR 2: Administration (School)

1. Administrative -- Supervisory: The teacher's role in managing school activities.

2. Administrative -- Other: things teachers do which serve the non-instructional needs of the school as an organization

2.1. Clerical

2.2. Materials management (e.g., inventory control)

2.3. Purchasing

9. Professional/Personal:

11. Security: The teacher's role in maintaining order, guarding the school building and supplies, etc.

FACTOR 3: Testing and Evaluation

12.1.4. Evaluation

FACTOR 4: Instructional Breadth (Breadth of Instructional Goals)

12.2. Instruction (goals)

12.2.1. Academic

12.2.2. Individual

12.2.3. Social

FACTOR 5: Counselling, Guidance, & Referrals

10. Public Relations: The teacher as visible representative of the school to the public

12.3. Guidance

FACTOR 6: Administration (Classroom)

2.4. Records management

12.1.1. Preparation

FACTOR 7: Teaching

12.1.2. Conducting Lessons

12.1.3. Follow-up

FACTOR 8: Enrichment Activities

12.1.5. Miscellaneous Instructional

FACTOR 9: Extra-Curricular Activities

The relationship between the Phase I a priori model and the structure which emerged from the factor analysis appears too close to be a coincidence. There is of course no empirical basis, no statistical method for testing this relationship; Table 3 was constructed by comparing item content across a priori dimensions and JAT factors. Nevertheless, it is highly reassuring to discover that the "shotgun" of factor analysis has struck so close to its target -- especially when, as in this case, the shotgun was fired without aiming (i.e., the factor analysis described above was not a targeted factor analysis; the factor structure is the one which best fits the data without regard for any a priori hypothetical models).

Of the fourteen basic a priori dimensions, all but four fit conceptually with the empirically derived nine-factor model. The five which did not fit cleanly were: 6. Human Relations; 7. Legal (things teachers do because they are mandated by statute or regulation or in order to avoid legal liability); 13. Technician (Operation, repair, or maintenance of equipment); and 14. Miscellaneous. These dimensions, however, are all dimensions for which participating teachers identified relatively few items as related to the dimension; consequently, they are the least reliable of the Phase I dimensions. This does not mean that they do not constitute a part, even an important part, of the teacher's job. It does mean that, whether or not they are part of the job of teaching, they are not measured in a differentially identifiable way by the JAT Questionnaire.

Summary: Job Structure

In Phase I of this project, practicing teachers conceptually defined the basic dimensions of their jobs and listed tasks which they performed on each dimension. These task definitions constituted the content of the JAT Questionnaire administered in Phase II. Factor analysis of the Phase II data resulted in the identification of nine oblique factors, highly reliable and with relatively low overlap. These factors correspond moderately well with the basic job dimensions defined in Phase I.

The correspondence between the empirically and the conceptually derived job dimensions leads us to the following conclusions:

1. The job of teaching can be divided into discrete job dimensions.
2. These dimensions can be reliably measured by suitable paper-and-pencil instruments (in this case, the JAT Questionnaire).
3. The results of such measurement may be used to evaluate the relationship(s) between job content and contextual variables.

The analyses reported below are based on factor scores derived from the factor analysis of the JAT Questionnaire. These factor scores are expressed in terms of deviation from the mean (Z scores); consequently, relatively small numeric differences in means (e.g., among teachers at different grade levels, or in different school districts) are equivalent to relatively large differences in item scores.

Data Analysis

Situational Determinants of Job Content: Grade Level Taught

One of the most intuitively obvious situational determinants of job content is the grade level taught. Most educators will readily agree that elementary and secondary school teachers have jobs which are significantly and fundamentally different. Press for detail and elaboration, however, and much of the agreement disappears.

A review of the data in the tables below shows clearly that in this case popular opinion is right. In our sample, at least, job content varied consistently and significantly across all nine job dimensions.

The picture which emerges from the data is one of a gradual and systematic change in job content across grade levels. Compared to teachers in lower grades, teachers in the higher grades tend to give less stress to the following dimensions: Factor 1 (Busy Work — Care of school, classroom, and students); Factor 5 (Counselling, Guidance, & Referrals); Factor 6 (Administration [Classroom]); Factor 7 (Teaching); and Factor 8 (Enrichment Activities). On the other hand, they are more involved than their lower-grade peers with Factor 2 (Administration (School)); Factor 3 (Testing and Evaluation); Factor 4 (Instructional Breadth [Breadth of Instructional Goals]); and Factor 9 (Extra-Curricular Activities).

Factor 4 (Instructional Breadth) results are inverted because all items on this dimension have negative loadings; consequently, the higher factor scores of teachers in the higher grades actually suggest a general

Table 4: Relationship between Factor 1 (Busy Work — Care of school, classroom, and students) and Grade Taught

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	100.035	3	33.345	36.225	0.0000
Within Groups	682.087	741	0.920		

Grade Level	Mean	Std Dev	N
Kindergarten to 3	0.3897	0.9428	200
Greater than 3, less than/equal to 6	0.2649	0.9648	216
Greater than 6, less than/equal to 9	-0.2387	0.9488	154
Greater than 9, less than/equal to 12	-0.5118	0.9807	175

Table 5: Relationship between Factor 2 (Administration (School)) and Grade Taught

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	81.972	3	27.324	27.186	0.0000
Within Groups	744.763	741	1.005		

Grade Level	Mean	Std Dev	N
Kindergarten to 3	-0.3088	0.9705	200
Greater than 3, less than/equal to 6	-0.2321	0.9190	216
Greater than 6, less than/equal to 9	0.3666	1.0573	154
Greater than 9, less than/equal to 12	0.4210	1.0847	175

Table 6: Relationship between Factor 3 (Testing and Evaluation) and Grade Taught

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	110.415	3	36.805	41.459	0.0000
Within Groups	657.824	741	0.888		

Grade Level	Mean	Std Dev	N
Kindergarten to 3	-0.5399	0.9141	200
Greater than 3, less than/equal to 6	-0.0083	0.9939	216
Greater than 6, less than/equal to 9	0.3320	0.9119	154
Greater than 9, less than/equal to 12	0.4516	0.9344	175

Table 7: Relationship between Factor 4 (Instructional Breadth (Breadth of Instructional Goals)) and Grade Taught

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	14.451	3	4.817	4.252	0.0054
Within Groups	839.400	741	1.133		

Grade Level	Mean	Std Dev	N
Kindergarten to 3	-0.0493	0.4087	200
Greater than 3, less than/equal to 6	-0.2038	1.7798	216
Greater than 6, less than/equal to 9	0.0961	0.5659	154
Greater than 9, less than/equal to 12	0.1474	0.6613	175

Table 8: Relationship between Factor 5 (Counselling, Guidance, & Referrals) and Grade Taught

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	23.439	3	7.813	7.509	0.0000
Within Groups	771.011	741	1.041		

Grade Level	Mean	Std Dev	N
Kindergarten to 3	0.1390	0.9135	200
Greater than 3, less than/equal to 6	0.1506	0.9302	216
Greater than 6, less than/equal to 9	-0.0914	1.1200	154
Greater than 9, less than/equal to 12	-0.2767	1.1422	175

Table 9: Relationship between Factor 6 (Administration (Classroom)) and Grade Taught

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	295.162	3	98.387	143.55	0.0000
Within Groups	507.889	741	0.685		

Grade Level	Mean	Std Dev	N
Kindergarten to 3	0.6642	0.8060	200
Greater than 3, less than/equal to 6	0.4050	0.8669	216
Greater than 6, less than/equal to 9	-0.5316	0.9170	154
Greater than 9, less than/equal to 12	-0.8557	0.7127	175

Table 10: Relationship between Factor 7 (Teaching) and Grade Taught

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	31.003	3	10.334	10.178	0.0000
Within Groups	752.391	741	1.015		

Grade Level	Mean	Std Dev	N
Kindergarten to 3	0.1559	0.9322	200
Greater than 3, less than/equal to 6	0.2009	0.9838	216
Greater than 6, less than/equal to 9	-0.1859	1.0861	154
Greater than 9, less than/equal to 12	-0.2630	1.0474	175

Table 11: Relationship between Factor 8 (Enrichment Activities) and Grade Taught

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	163.844	3	54.615	64.511	0.0000
Within Groups	627.326	741	0.847		

Grade Level	Mean	Std Dev	N
Kindergarten to 3	0.4480	0.8565	200
Greater than 3, less than/equal to 6	0.3965	0.9179	216
Greater than 6, less than/equal to 9	-0.4161	0.9348	154
Greater than 9, less than/equal to 12	-0.6006	0.9782	175

Table 12: Relationship between Factor 9 (Extra-Curricular Activities) and Grade Taught

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	162.003	3	54.001	49.994	0.0000
Within Groups	800.388	741	1.080		

Grade Level	Mean	Std Dev	N
Kindergarten to 3	-0.5997	0.7421	200
Greater than 3, less than/equal to 6	-0.1288	0.9387	216
Greater than 6, less than/equal to 9	0.3486	1.1826	154
Greater than 9, less than/equal to 12	0.6237	1.2851	175

narrowing of educational objectives in the upper grades. Examination of the item scores bears out this impression; of the 20 basic educational objectives included in the questionnaire (see Questionnaire, section 9), only two (career preparedness and test-taking skills) were checked more often by teachers of the higher grades than by teachers in the lower grade levels.

It might be tempting to brush aside this relatively narrow range of goals in the higher grades as an instrumental artifact, asserting that respondents could after all not check any goals or objectives which did not find their way onto the JAT Questionnaire. Although this possibility cannot be completely discounted, two points should be remembered. First, the JAT Questionnaire was produced by representative groups of teachers drawn from all grade levels, so secondary school teachers provided just as much input to the list of goals and objectives as did elementary school teachers. Second, although the difference in breadth of instructional goals is highly significant (p=.0112), it is not large in absolute terms; teachers at higher grade levels may have checked somewhat fewer goals than their lower-grade peers, but the range was nevertheless broad. The general tendency across all teachers, regardless of grade level, was to indicate that approximately three quarters of the listed goals were ones which they pursued in their own teaching.

Despite such cautions in interpreting the data regarding relationships between grade level taught and job content, the overall picture is clear. Grade level is clearly, significantly, meaningfully, and consistently related to job content. Teachers of the lower grades tend to spend relatively large amounts of time (and attribute greater importance to) taking care of their students and their classrooms; in maintaining personal relationships with their students, and counselling and guiding them; and in general classroom management. Additionally, they use a broader range of teaching techniques to pursue a somewhat broader range of educational objectives.

On the latter point, it is interesting to note that individual item scores again fit well with intuitive notions about grade level differences. For example, although most of the teaching techniques included in the seventh section of the JAT Questionnaire are used more by teachers in the lower grades, the lecture method (item 7.32) is used more and more often as grade level increases -- the average K-3 teacher lectures "seldom" (1-4 times a month), while the average teacher of grades 10-12 lectures 1-4 times a month. Results at the intermediate grade levels fit the same pattern, falling between these two points.

As grade level increases, there is a gradual increase in the weight teachers give to administrative activities related to the school as a whole. They are also more involved with testing and evaluating students, and they give considerably more stress to extra-curricular activities.

On the whole, this image of the teacher's job is entirely consistent with popular notions about teaching. In the lower grades, teachers must spend considerable time in teaching children how to learn and how to behave appropriately in their individual classrooms and in the school as a whole. Additionally, they are expected to cover a broad range of subject matter in pursuit of an equally broad range of objectives. In contrast, teachers at the higher grade levels can generally assume (although not always correctly) that their students already know what is expected of them behaviorally and are equipped with the skills and knowledge needed for greater concentration on specific areas. As grade level rises, teachers become more specialized, focussing on the delivery of knowledge of specific subject areas. Their role in general socialization of their charges shifts away from an emphasis on individual growth toward one of concentrating on group interactions and activities.

Situational Determinants of Job Content: the Employing District

As a whole, the data concerning the relationship between the district in which a teacher works and the content of the teacher's job are striking but difficult to interpret. Tables 13-21 (below) summarize the results from one-way analyses of variance across all twenty districts from which responses to the JAT Questionnaire were obtained. On seven out of the nine JAT factors, highly significant differences in job content were observed. The two exceptions were Factor 4 (Instructional Breadth) and Factor 7 (Teaching).

Table 13: Relationship between Factor 1 (Busy Work — Care of school, classroom, and students) and Employing District

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	38.870	19	2.046	1.978	0.0076
Within Groups	838.609	811	1.034		

Table 14: Relationship between Factor 2 (Administration (School)) and Employing District

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	66.452	19	3.497	3.497	0.0000
Within Groups	828.519	811	1.022		

Table 15: Relationship between Factor 3 (Testing and Evaluation) and Employing District

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	57.237	19	3.012	3.000	0.0000
Within Groups	814.389	811	1.004		

Table 16: Relationship between Factor 4 (Instructional Breadth (Breadth of Instructional Goals)) and Employing District

No significant differences (p=0.8961)

Table 17: Relationship between Factor 5 (Counselling, Guidance, & Referrals) and Employing District

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	66.355	19	3.492	3.489	0.0000
Within Groups	811.829	811	1.001		

Table 18: Relationship between Factor 6 (Administration (Classroom)) and Employing District

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	43.954	19	2.313	2.218	0.0021
Within Groups	845.875	811	1.043		

Table 19: Relationship between Factor 7 (Teaching) and Employing District

No significant differences (p=0.3146)

Table 20: Relationship between Factor 8 (Enrichment Activities) and Employing District

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	82.036	19	4.318	4.277	0.0000
Within Groups	818.662	811	1.009		

Table 21: Relationship between Factor 9 (Extra-Curricular Activities) and Employing District

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	86.597	19	4.558	3.736	0.0000
Within Groups	989.513	811	1.220		

Striking though these results are, they tell us only that differences exist. Although this is far from a trivial finding -- the existence of interdistrict differences in job content has long been claimed but undocumented -- our results demonstrate but do not explain the differences.

At least some of the differences seem to be associated with district size. If we categorized districts as urban, suburban, or rural, depending on their size, significant and consistent differences in job content were observed on Factor 5 (Counselling, Guidance, & Referrals), Factor 6 (Classroom Administration), Factor 7 (Teaching), and Factor 8 (Enrichment Activities). These differences are summarized in Tables 22-25, below.

These data suggest that as district size increases, so does the importance to the teacher's job of counselling, guidance, and referrals;

Table 22: Relationship between Factor 5 (Counselling, Guidance, & Referrals) and Employing District, Categorized as Urban / Suburban / Rural

District Type	Mean	Std Dev	N
Rural	-0.2196	1.0513	109
Suburban	-0.1005	0.9537	386
Urban	0.1928	1.0780	333

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	21.538	2	10.769	10.387	0.0000
Within Groups	855.376	825	1.037		

Table 23: Relationship between Factor 6 (Administration (Classroom)) and Employing District, Categorized as Urban / Suburban / Rural

District Type	Mean	Std Dev	N
Rural	-0.3360	1.1492	109
Suburban	-0.0206	1.0558	386
Urban	0.1454	0.9404	333

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	19.492	2	9.746	9.291	0.0001
Within Groups	865.399	825	1.049		

Table 24: Relationship between Factor 7 (Teaching) and Employing District, Categorized as Urban / Suburban / Rural

District Type	Mean	Std Dev	N
Rural	-0.2328	1.0387	109
Suburban	-0.0065	1.1009	386
Urban	0.0797	0.9594	333

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	8.036	2	4.018	3.730	0.0244
Within Groups	888.692	825	1.077		

Table 25: Relationship between Factor 8 (Enrichment Activities) and Employing District, Categorized as Urban / Suburban / Rural

District Type	Mean	Std Dev	N
Rural	-0.4766	1.0377	109
Suburban	0.0188	1.0602	386
Urban	0.1391	0.9804	333

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	31.330	2	15.665	14.887	0.0000
Within Groups	868.129	825	1.052		

classroom administration; use of a broad range of teaching techniques; and enrichment activities in general.

Not all of the differences in job content across districts were associated with district size. Other factors (e.g., geographic location, socioeconomic status) may well account for these differences; for the moment, however, all we can say with confidence is that the differences do exist.

Teaching Experience

It is common knowledge that older, more experienced teachers exhibit different patterns of job behavior from those of their younger, less experienced colleagues. And so they may — but not along many of the dimensions measured by the JAT Questionnaire. Of the nine basic JAT factors, only one (Factor 8 -- Enrichment Activities) was significantly related to teaching experience. As can be seen in Table 26, increasing experience was associated with increased use of "enrichment" activities (e.g., dramatic readings, multiple texts, skits, independent study). The shift appeared most marked in the first five years of teaching.

Table 26: Relationship between Factor 8 (Enrichment Activities) and total years teaching experience

Years teaching experience:	Mean	:Std. Dev. :	N :
Less than / equal to 1	-0.9419	0.5390	10
2 through 3	-0.6093	0.9105	21
4 through 6	-0.0274	0.9399	78
7 through 12	-0.0876	1.0142	266
More than 12	0.1446	1.0322	388

Source	: Sum of Squares	: D.F.	: Mean Square :	F :	Sig. :
Between Groups	26.785	4	6.696	6.574	0.0000
Within Groups	772.093	758	1.019		

CHAPTER V

SUMMARY AND CONCLUSIONS

The JAT Questionnaire developed in Phase II of the project was administered to teachers in 24 districts scattered across New York State. Results obtained from 831 teachers in the 19 responding districts strongly support the use of such methods for at least basic measurement of job content; the data indicated that the Questionnaire was a reliable technique for assessing nine basic dimensions of the job of teaching. These results should of course be regarded as tentative, pending cross-validation in other districts; nevertheless, the use of the questionnaire method in job analysis clearly seems effective, at least for the legal purposes which motivated this project.

The most important conclusion suggested by our data is deceptively simple: the job of teaching is complex, demanding, and variable. Variation in job content seems to be related to a large number of factors. The results of this project suggest the importance as determinants of job content of grade level taught and the district in which the teacher is employed; subsequent research could no doubt elaborate on and explain the influence of these variables, and might well establish the importance of other factors (e.g., community socioeconomic status).

The extent of the differences in job content observed in this study should make the courts extremely cautious in evaluating the job-relatedness of the criteria used in selecting and evaluating teachers. Grade level accounted for a greater proportion of the variance in job content than did other variables; nevertheless, the strength of the district effect on factors 5-8, and the impact of teaching experience on factor 8, suggest that even claims of job content similarity for teachers at the same grade level should be treated with some suspicion. Although a first grade teacher obviously has a job which more strongly resembles that of another first grade teacher than that of a high school physics teacher, it seems likely that at least along certain dimensions the differences may be more important than the similarities. At the very least, there is a strong possibility that the two positions differ enough to render inappropriate any employment practices based on the assumption of similarity. That is, the use of a set of (for example) selection procedures for first grade teachers validated against job analysis data from one district cannot be assumed to be valid for the selection of first grade teachers in another district.

Fortunately, the results of this project also show that it is both reasonable and feasible for the courts to require school districts to perform their own job analysis of teaching to obtain evidence concerning the job-relatedness of challenged employment procedures. The JAT Questionnaire developed for this project is self-administering, takes approximately two hours to complete, and can be scored and analyzed by any organization with reasonable data processing facilities. Although such methods cannot be presumed to be the equivalent of a full-blown job analysis, complete with observation, interviews, work diaries, and the full panoply of devices dear to the heart of most job analysts, they are far better than no job analysis at all.

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APPENDIX IA: Master List of Teaching Tasks
Sorted but Unedited

1. accident reports
2. activity periods (clubs, intramurals)
3. adapt classroom management and procedures to include the mainstreamed, handicapped and special education children
4. adapt classrooms to meet the needs of handicapped students
5. adapt curriculum to meet individual children's needs
6. adhere to curriculum guides
7. adjust heater fan
8. adjust shades
9. administer and correct standardized tests (e.g., IOWA, C.A.T., Metropolitan Tests)
10. administer first aid to students
11. administer standardized tests
12. administer state-mandated tests
13. Administration of funds

    record keeping

    lost property assessment (obligation cards)
14. advise in registration and scheduling of students
15. advisors to clubs
16. after lunch late passes
17. after-school activities (e.g., decorating, attending functions, videotaping programs)
18. after-school tutoring
19. all units used must be metric
20. always on discipline duty
21. annotated records
22. answer phone
23. answering telephones to fill in for administrative personnel

24. appreciation of fine arts as a personal activity and as a contribution to society

25. arrange and clean desks

26. arrange for assemblies

27. arrange for field trips -- busses, money, supervise

28. arrange for speakers

29. arrange parties, field days, and other socials for children

30. arrangements conducive to learning

31. arranging classroom

32. arranging field trips (send notes, get parental permission, arrange for snacks and drinks, call ahead for information, over night)

33. articulation cards

34. assemblies

35. assembly monitoring

36. assembly supervision during class

37. assign homework

38. assign, collect, evaluate homework

39. assigning and collecting texts

40. assigning detentions

41. assigning lockers

42. assist in establishing county/district goals for academic instruction

43. assist in maintaining the overall order of the school

44. assist with fire drills

45. assisting administrators

46. attend faculty meetings

47. attend in-service activities to develop and revise curriculum

48. attend professional meetings outside school

49. attend professional meetings, conferences, and workshops

50. attend to sick children

51. attend workshops

52. attendance registers

53. attendance slips

54. attending conventions

55. attending exhibits to gather information for students

56. attending professional conferences

57. attending professional meetings for improvement

58. audio-visual materials (selecting, organizing and presenting)

59. audio-visual technician

60. averaging grades

61. averaging grades and maintain grade records

62. basic sexual education and family life

63. basic skills (e.g., bathing, tie shoes, button coats)

64. basic skills (e.g., reading, math, basic physical skills, study skills)

65. be aware of students' of allergies, illnesses

66. be fair and consistent in dealing with students

67. become aware of new materials, equipment, teaching strategies

68. behavior modification techniques (e.g., using treats to reward desired behavior)

69. behavioral (crisis) referrals

70. behavioral forms

71. behavioral referrals (for actions relating to the safety of other children)

72. behavioral referrals

73. board committees

74. book orders -- collect money, submit orders, and distribute books

75. bringing in daily newspaper

76. bulletin boards

77. bus count

78. bus duty

79. bus duty -- evacuation drill, seat assignments, make sure that students get on and off in an orderly manner

80. bus duty (morning and afternoon)

81. buying groceries for classroom use

82. buying materials for kids

83. cafeteria -- serving food

84. call parents to tell them their kids are doing well

85. career counselling

86. carnivals, field days, etc. — not on school days (bake cakes, etc.; run booths)

87. carry out policies from the Board of Education

88. CETA employees' training

89. challenge students

90. chaperoning activities

91. chauffeuring students home after school

92. check announcements

93. check Individual Educational Plans or individual contracts

94. check lavatories

95. check mail box, read and sort mail

96. check parking lot, clear of loitering students

97. check roll

98. checking attendance

99. checking lavatories for discipline

100. checking lavatories for maintenance

101. checking mail box

102. checking schoolwide attendance sheet to spot truants

103. child abuse reporting

104. Child Find: identify students' special needs in accordance with government regulations

105. child retraining (behavior modification)

106. citizenship

107. class coverage -- covering classes for emergency situations and extra-curricular activities

108. class projects (gifts, literary effort, etc)

109. classroom management

110. clean boards

111. clean desks in and out -- kid and teacher desks

112. clean erasers

113. clean out lockers

114. clean up after extra-curricular activities

115. clean up classroom and/or special areas

116. cleaning ditto machines

117. cleaning up work areas

118. clerical

    child retraining, etc.

    follow-through on parent signatures

    inventories

    maintaining attendance records

    maintaining book records

    managing book clubs

    money collection (e.g., pictures, March of Dimes, United Fund, newspaper)

    passing out and collecting forms (e.g., federal forms)

    preparing or maintaining cumulative records, reading, math, articulation records

    preparing report cards

    recording scores on classwork

119. club advisor

120. coaching academic clubs

121. code absentees (determine absence codes)

122. collect absentee notes

123. collect and maintain records of sales projects

124. collect field trip slips and money

125. collect money

126. collect picture money

127. collecting money

128. collecting project money

129. committee meeting (in-school)

130. committee membership (e.g., research studies)

131. committee membership

132. committees (Board of Education) -- hearings, budget, etc.

133. committees

    committees: Board committees

    committees: CAC (Citizens Advisory Council)

    committees: faculty council

    committees: faculty meetings

    committees: grievance

    committees: human relations

    committees: PTA

    committees: reading -- state and local levels

    committees: social

    committees: team or grade group

    committees: textbook evaluation

134. communicate student progress and concerns to parents (report cards, conferences, notes, telephone calls)

135. communicate with parents via letter, phone, or personal contact

136. communicating with staff

137. community-related activities:

    Citizens Advisory Committee

    Lobbying activities for Legislation

138. complete and update group profiles -- progress chart

139. complete and update individual skill profiles -- progress chart

140. complete Federal census forms

141. complete reports of daily activities for work experience coordinators

142. complete wage and hour reports for work experience students

143. concerts, extra

144. conduct conferences with individual students

145. conduct demonstration lessons for other professionals

146. conduct demonstrations to illustrate lessons

147. conduct discussions to expand concepts and understanding

148. conduct instructional demonstrations

149. conduct morning exercises

150. conduct parent interview in preparation for school admission and special class placement

151. confer with parents about children -- during and after school

152. conferences with pupil personnel workers, speech therapists, and other professionals

153. conferring with absentees

154. conferring with students about progress

155. constantly search for materials

156. construct a variety of materials to enhance instruction

157. contact media in public relations capacity

158. contact parents

159. contacting guest speakers

160. content areas

161. control books and inventory materials

162. coordinate scheduling of:

   facilities

   equipment

   student activities

   books

field trips

163. correct papers

164. correct students' work

165. cost planning for student projects

166. counsel parents or public about educational matters

167. counsel students in an effort to build self-concept/esteem

168. counsel students with academic problems

169. counsel students with social or emotional problems

170. counseling children

171. counseling children -- providing emotional support

172. counseling other teachers

173. counseling parents

174. counseling parents -- where to get help

175. counseling students for course selection

176. counselling

177. counselling students for personal and academic problems

178. covering neighbor's classroom

179. crowd control at public school functions

180. curriculum meetings

181. curriculum writing and development

182. daily announcements to read

183. daily announcements to write

184. daily report form of class cuts

185. dance advisor

186. dance chaperone

187. deal with such problems as: drugs, pregnancy

188. decorations/posters within classroom

189. demonstration teaching

190. demonstrations

191. department head

192. department meetings

193. department meetings

194. design and implement experience outside the school context (field trips, guest speakers, cultural experiences, demonstrations, exhibits)

195. designing a variety of instructional projects

196. designing programs for various student ability levels

197. detention forms

198. detention hall duty

199. detention hall duty

200. detention supervision

201. determine readiness

202. determining and ordering material for projects

203. develop and stabilize students' self-control

204. develop community pride in the students

205. develop competency in basic academic skills according to objectives set forth in the District curriculum guide

206. develop competency in skills of survival in society

207. develop cooperation among students

208. develop in students the ability to learn independently

209. develop selectivity of ideas, tools, methods

210. develop staff cooperation

211. develop students' research skills

212. direct extra-curricular activities -- arrange times, places, etc.

213. direct instructional activities -- arrange times, places, etc.

214. directed practice

215. Directed Reading Activites (DRA)

216. directed teaching and reading activities

217. directing student projects

218. disciplinary forms

219. discipline (in-class)
220. discuss homework
221. dismissal duties -- supervise bus lines, control student traffic
222. dispersal and inventory of books and other instructional materials
223. distribute and collect insurance forms
224. distribute coded passes
225. distribute materials
226. doing personal research to gain background information
227. dress and act professionally — be on time and don't leave early
228. dust room
229. dust rooms
230. duties -- non-teaching (e.g., playground, bus, lunchroom)
231. emergency information cards
232. emergency lesson plans -- seating charts
233. empty pencil sharpener
234. empty wastebaskets
235. encourage and attain realistic goals
236. encourage appreciation of music and art
237. encourage appreciaton of muic and art through special classes
238. encourage awareness of one's own culture and appreciation of other cultures
239. encourage children to do their best
240. encourage creativity
241. encourage creativity through special classes (art, music, physical education)
242. encourage creativity through writing assignments correlated with regular studies
243. encourage physical activities and skills through special classes
244. encourage responsible social interaction
245. encourage self-sufficiency

246. encourage social responsibility and civic awareness

247. encourage social responsibility in a variety of areas

248. enforcing court decisions

249. equipment and tool inventories

250. equipment assignments

251. equipment inventories -- check packing slips

252. erase graffiti

253. establish atmosphere for learning

  physical considerations i.e., light, bulleting boards, displays

  intangible considerations i.e., teacher attitude, personal rapport, and motivation

254. establish class order and dismissal procedures

255. establish goals for classroom instruction

256. establish good behavior patterns for students

257. evaluation and observation by principal

258. exhibits and performances -- industrial arts

259. extra curricular

  coaching athletics

  intramurals

  monitor dances

  clubs

260. extra-curricular: music

261. extra-curricular: newspaper

262. extra-curricular: p.e.

263. extra-curricular: school store

264. extra-curricular: student council

265. extra-curricular: student programs in evenings

266. Faculty Advisory Committee

267. Faculty Council

268. Faculty meetings

269. faculty room duties (e.g., cleanup, coffee)

270. failure list

271. Federal census forms

272. Federal survey cards

273. field trips

274. file grievances

275. filing

276. fill out student accident forms

277. filling ditto machines

278. filling out time sheets, travel vouchers

279. fire drills

280. fire drills

281. follow principal's educational philosophy

282. follow supervisor's educational philosophy

283. formulate lesson plans (teacher & aide)

284. formulating test papers

285. fostering hygiene, safety habits

286. free lunch forms

287. fulfill certification requirements

288. fulfill contractual requirements

289. fund raising

290. further teachers' professional growth through in-service meetings, college courses

291. gather appropriate instructional materials

292. general law enforcement

293. getting materials -- ordering materials

294. give awards

295. give out miscellaneous information to parents or visitors

296. grade distribution sheets

297. grade papers

298. grading homework

299. grading papers

300. grading tests

301. graduate school

302. Group management

303. group students according to academic ability, interest, task, and behavior levels

304. guard equipment -- safety

305. hall duty

306. hall duty

307. hall duty -- between classes & special event

308. hall duty: break up fighters

309. hall duty: break up lovers

310. hall duty: check stairwells

311. hall duty: stop students who are running

312. hall duty: usher in students

313. hall duty: watch for drugs

314. hall duty: watch for improper use of locker

315. hall duty: watch for jackets and hats

316. hall passes (e.g., library, tardy)

317. hall sweep for loiterers

318. hand in news for newsletter

319. hand in student material for county publication

320. hand out activity notices and ballots

321. hand out forms -- e.g., pictures, PTA, & election -- homeroom, etc.

322. hand out guidance slips

323. hand out library slips

324. hand out newsletters

325. handing out insurance forms

326. health and/or accident reports

327. health care (medicine) cards)

328. hearing referrals

329. home contacts -- written, phone, oral

330. homework as a means of communication

331. honor roll, merit roll

332. Housekeeping (Organization, neatness, attractiveness, teaching responsibility for personal items)

333. identify special needs within the classroom (handicaps, giftedness, etc.)

334. improve self-awareness

335. in-school staff inservice development

336. individual educational diagnosis

337. individual educational plans (Handicapped students)

338. individual instruction

339. inservice activities

340. inservice activities

341. inservice courses given by county

342. inservice work on curriculum committees

343. inservice workshops

344. instruct and supervise during fire drills

345. instruction -- academic

346. instructional materials: acquisition, selection, purchasing

347. instructional team planning

348. interim reports & supplementary

349. interim reports (guidance)

350. interim reports of pupil progress between report cards

351. interpret textbooks

352. introduce lesson

353. Inventories (e.g., book, curriculum guides, science & math aids, AV, maps, globes)

354. inventories

355. junior high prom

356. keep abreast of current trends in professional literature

357. keep blinds straight

358. keep room clean and orderly

359. keep track of parent conferences (schedule, write narrative, and log conference times)

360. keeping certification current

361. keeping filing systems

362. keeping register

363. keeping track of materials

364. know where students are at all times

365. late passes

366. lavatory

367. Learning Disabilities referrals

368. learning stations

369. lecturing

370. lesson organization

371. lesson planning

372. lesson plans for substitute teachers

373. librarian duties

374. library overdue slips

375. library skills

376. locating sources -- research

377. locker area duty

378. locker assignments

379. locker cleanouts

380. locker room and shower duty
381. locker room duty — shower duty
382. logistic problems (floating teacher needs, shared resources, etc.)
383. lost textbook forms
384. lunch -- clean up & duty
385. lunch and lavatory duty
386. maintain a clean, healthy environment
387. maintain a learning environment: adequate heat, light, ventilation
388. maintain a learning environment: bulletin boards
389. Maintain a learning environment: plants, animals
390. maintain accurate attendance records
391. maintain accurate daily and/or monthly attendance records
392. Maintain accurate, legible records
    - attendance
    - lunch count
    - group skill profiles
    - individual skill profiles
    - picture money
    - field trip slips and money
    - lesson plans (teacher & aide)
    - book orders
    - record cards (cumulative)
    - report cards
    - parent interview
    - conferences (scheduling, narrative, log)
    - Title I & IVC management plan cards
    - referrals
    - accident forms
    - insurance forms

Federal census forms

Iowa & C.A.T. test forms

correct Metropolitan test

trivia forms (all the ones not covered above)

393. maintain and store athletic equipment

394. maintain anecdotal records

395. maintain attendance records

396. maintain cumulative student record cards

397. maintain discipline in a firm, fair and consistent manner

398. maintain grade books

399. maintain healthful learning environment

400. maintain permanent record

401. maintain positive climate among co-workers (cafeteria workers, secretaries, specials teachers, maintenance workers, administrators, peers, parents)

402. maintain progress reports

403. maintain reasonable protection of equipment in teacher's care

404. maintain records of books and other instructional materials

405. Maintain records:

attendance

materials, including curriculum guides

property (machines, tools) inventory

books

progress (report cards, interims)

406. maintain security of buildings, grounds, and records

407. maintain tools

408. maintaining and updating skills in technical areas

409. maintaining cumulative student records

410. maintenance of equipment

411. maintenance of teaching areas

412. make and maintain school uniforms

413. make appointments with students and teachers

414. make coffee and goodies

415. make curtains and other window coverings

416. make it interesting and relevant

417. make materials -- posters, charts, dittos, transparencies, lesson plans

418. make, administer, & grade classroom tests

419. making announcements

420. managing book clubs

421. manners

422. manuscript form

423. material on their level

424. materials inventory

425. mediator

426. medical -- hyper, etc. referrals

427. meeting of department chairpersons' meeting

428. membership in professional organizations (e.g., TAAAC, MSTA, NEA)

429. membership in professional organizations

430. membership in professional organizations(s)

431. mental & physical fatigue -- teacher's survival

432. minor repairs or adjustments to ditto machine in order to use it

433. money collection (e.g., pictures, March of Dimes, United Fund, newspaper)

434. monitor assemblies

435. morning duty: monitor arrival of students and their behavior in the assigned area; bus evacuation duty; hall patrol to prevent students from entering parts of the building before the prescribed time

436. motivate students to learn

437. motivating reading attitude

438. motivating students

439. MSTA meetings (statewide and local)

440. never be maliciously sarcastic

441. never curse

442. never eat or drink on duty

443. never give homework on weekends

444. never leave class unattended

445. never touch students (general prohibition against bodily contact, whether aggressive or not)

446. never write notes in red ink

447. newspaper

448. nurse -- health technician
(detecting health problems (e.g., lice , ringworm , child abuse) ; referrals ; medications -- remember to send child to office ; keep tools for personal (child) hygiene)

449. observe students in order to evaluate learning

450. observing other teachers

451. office referrals

452. open and close windows

453. operate A/V equipment

454. oral evaluation

455. order instructional A/V material

456. ordering supplies after checking catalogs

457. organization of activities

458. organize and supervise field days

459. organize and/or supervise fun programs -- e.g., after-school fund-raising activities

460. paint room

461. parent conferences

462. parent-teacher communications phone, letters, behavior or effort forms

463. parking lot security

464. participate in community activities other than school related (church, fire company, scouts, summer programs)

465. participate in educational research

466. participation in pilot programs

467. participation in research projects

468. passes, admin. slips, concerns, appointments

469. passing out and collecting forms (e.g., Federal forms)

470. PDS (Pupil Data System) & CR (Cumulative Record) cards

471. permanent records

472. personal data sheets

473. personal expenditures (e.g., lending child lunch money)

474. personal improvement in content area

475. personal responsibility

476. physical preparation for special areas

477. pick up equipment & parts

478. pick up paper in and around school

479. plan and carry out art shows, excellence fairs, science fairs, etc.

480. plan and conduct emergency evacuation drills

481. plan and guide independent activities to reinforce lessons

482. planning and conducting assemblies

483. planning enrichment activities for gifted students

484. planning field trips

485. planning units

486. playground supervision

487. Policing halls -- hall supervision

488. policing the restroom

489. posing with class pictures (and keeping cool later)

490. pre- and post- conferences for teacher evaluation

491. preparation of materials

492. prepare A/V materials and/or room

493. prepare and present lectures

494. prepare and run on ditto machine copies of instructional materials

495. prepare dittos

496. prepare for high school

497. Prepare for standardized tests

498. prepare instructional materials (e.g., dittos, transparencies, tapes)

499. prepare substitute folders (emergency plans)

500. prepare written lesson plans

501. prepare written substitute plans

502. preparing lesson plans

503. preparing or maintaining cumulative records, reading, math, articulation records

504. preparing report cards

505. preparing tests and quizzes

506. prepping for SAT's

507. present materials objectively

508. presentation of materials

509. previewing of materials and evaluating materials

510. procure and maintain erasers, chalk, etc.

511. professional association meetings

512. professional development: courses and workshops

513. professional development: demonstration lessons

514. professional development: in-service

515. professional development: MSTA convention

516. professional development: super-teacher meetings

517. professional development: task forces

518. professional development: watching t.v. to "keep up with kids"

519. professional ethics

520. professional reading

521. Program planning

522. progress reports (guidance)

523. progress reports

524. promote joy of learning

525. promote public relations: selling the educational program to the public

526. promote school-community interaction by participating in and publicizing the educational program and activities

527. property control (repair and maintenance of equipment)

528. provide a listening ear

529. provide a safe environment

530. provide adequate motivation to meet instructional objectives

531. provide an atmosphere in which learning can take place

532. provide appropriate materials of instruction as available

533. provide extension activities

534. provide extra assistance to students before or after school

535. provide for individual differences

536. provide for special needs of mainstreamed students

537. provide individual instruction

538. provide learning stations or centers for individual enrichment

539. provide lesson plans for substitutes as well as emergency plans

540. provide physical activities, games, etc. in the classroom

541. provide positive model

542. provide reading model

543. provide remediation for students who are not proficient in functional skills -- i.e., English and Math

544. provide write make-up work

545. providing student parties & gifts

546. providing student supplies

547. Psycho-emotional referrals

548. PTA

549. PTA meetings -- CAC -- Human Relations

550. PTA or Open House

551. Public relations

552. public relations: community involvement

553. public relations: government -- elected officials -- lobbying as citizen/member

554. public relations: PTA

555. public relations: TAAAC

556. purchase materials

557. purchase own materials (e.g., ditto books, extra books, materials)

558. purchase, receive, inventory, or store materials (e.g., shop, science, etc.)

559. purchasing materials

560. read curriculum guides, manuals

561. read notes from parents

562. reading professional publications

563. reading professional publications and other material

564. reading records

565. realizing life and educational priorities (students)

566. recognize and report child abuse

567. recommend students for special courses (e.g., gifted)

568. recommending materials to be ordered

569. record absence codes in role book

570. record cards (cumulative)

571. record conferences

572. record from radio

573. record grades

574. record standardized test scores on student records

575. recording marks for report cards

576. recording scores on classwork

577. referral forms -- testing, resource, speech, pupil personnel

578. Referrals

Behavioral referrals

EMR (Educationally Mentally Retarded) referrals

Hearing referrals

LD referrals

Medical -- hyper, etc. referrals

Psycho-emotional referrals

Social services -- neglect, abuse referrals

Speech & Language referrals

Vision referrals

579. referrals
580. referrals -- cut slips -- truancy
581. referring students to guidance and administrators
582. refill soap and toilet paper
583. register students
584. repair materials -- instruments, utensils, hardware
585. repair or construct school equipment
586. report cards
587. report cards
588. report cards
589. report cards
590. report hazards, defects, maintenance, & fill out forms for repair
591. reporting child abuse
592. representative council meetings
593. researching materials for lectures
594. respect
595. review previous lesson
596. rewrite materials to appropriate levels
597. riot control (breaking up fights)
598. role models

599. room environment, appearance (provide incentive by displaying students' work attractively; holiday decorations; bulletin boards)

600. room maintenance

601. running dittos

602. running off dittos

603. salute flag

604. schedule -- registration forms

605. schedule cards

606. scheduling

607. scheduling makeup work

608. scheduling with other teachers for instruction

609. school elections -- student government

610. school evaluations for accreditation

611. school newsletter with teacher input

612. school pictures

613. school store

614. school store in high school with business teacher

615. school-related court appearances

616. seating charts

617. seeking materials not provided by school

618. self-discipline

619. selling locks

620. selling supplies

621. selling uniforms

622. send note to office to inform office of students not in class

623. sequencing of learning

624. serve as a consultant for other professionals

625. serve as a resource person to community and to other teachers

626. serving on committees (e.g., Social, Faculty Advisory, PTA Executive)

627. setting personal professional goals

628. sharing ideas

629. sharing of materials -- interschool

630. sharing of materials -- intraschool

631. show cases and bulletin boards

632. showcases & bulletin boards

633. sign in-out sheets

634. sign out AV equipment

635. sign-in

636. signing for A/V equipment

637. signing in -- accounting for teacher attendance

638. smoking area

639. smoking area supervision

640. social interaction (group work, etc.)

641. social services -- neglect, abuse referrals

642. solicit materials

643. specialist and classroom teacher

644. Speech & Language referrals

645. stand in hall (is this meaningfully different from hall duty?)

646. standardized testing (supervision)

647. standardized tests: Botel

648. standardized tests: CAT (Cognitive Abilities Test)

649. standardized tests: Criterion Referenced Test

650. standardized tests: Iowa (ITBS)

651. standardized tests: Metropolitan

652. standardized tests: MSTOI (Maryland State Teachers Observation Instrument)

653. standardized tests: Slossen

654. state testing program

655. Stop & Read

656. store and arrange books

657. store and use books and materials

658. straighten shelves

659. student council advisor

660. student participation in parades, instrumental programs, choral concerts, gymnastic programs, etc.

661. student questionnaire

662. student teacher evaluation and supervision

663. student teachers

664. study hall monitoring (middle/high)

665. subject matter testing

666. subscribe to professional publications

667. substituting for absent teacher

668. suggestion forms -- revision of school policy

669. supervise administration of state tests

670. supervise detention hall

671. supervise disaster drill

672. supervise playground activities

673. Supervise students -- includes in class, in halls, in cafeteria, campus grounds, after school activities, plus specialized activities, spoets, dramatics, banquets, overnight field trips

674. supervise students during actual emergency

675. supervising children during assemblies

676. supervising clubs

677. supervising SAT's

678. supervising students in detention

679. supporting other teachers' projects

680. take courses -- professional development

681. take courses to keep certification current

682. take part in extra-curricular activities fostering home-school relations

683. take pride in their work

684. take trips to improve awareness of field

685. taking courses

686. taking roll -- homeroom & class -- record keeping

687. teach appreciation of fine arts

688. teach process of decision-making

689. teach students to recognize consequences of their own actions

690. teach to required objectives

691. Teacher Advisory Period (TAP)

692. teacher evaluations

693. teacher meeting

694. teachers must maintain acceptable conduct in public (personal image)

695. teaching

696. Teaching technique: alerting teachers to a specific need of a specific child that day

697. Teaching technique: assign homework

698. Teaching technique: board demonstrations

699. Teaching technique: build rapport

700. Teaching technique: cloze

701. Teaching technique: collect papers

702. Teaching technique: combining classes

703. Teaching technique: communications with teachers re activites, materials, schedules, testing....

704. Teaching technique: correct disruptive activities

705. Teaching technique: culminating activities

706. Teaching technique: debate

707. Teaching technique: demonstrations

708. Teaching technique: directed questioning techniques

709. Teaching technique: Directed Reading Activities (DRA)

710. Teaching technique: Directed Reading-Thinking Activity

711. Teaching technique: discussion

712. Teaching technique: dittos

713. Teaching technique: dramatic readings

714. Teaching technique: drill exercises

715. Teaching technique: exchange papers

716. Teaching technique: feedback

717. Teaching technique: field trips

718. Teaching technique: games

719. Teaching technique: guest speakers

720. Teaching technique: independent

721. Teaching technique: individual recitation

722. Teaching technique: labs

723. Teaching technique: Language Experience Approach

724. Teaching technique: lecture

725. Teaching technique: multiple texts

726. Teaching technique: neurological impress (e.g., echo reading, choral reading)

727. Teaching technique: oral evaluation

728. Teaching technique: personalization of materials

729. Teaching technique: physical activities

730. Teaching technique: pop evaluation

731. Teaching technique: post-test

732. Teaching technique: pre-test

733. Teaching technique: programmed instruction

734. Teaching technique: provide for student safety

735. Teaching technique: put materials away

736. Teaching technique: reinforce positive behavior

737. Teaching technique: role playing

738. Teaching technique: self-evaluation

739. Teaching technique: skits

740. Teaching technique: small group

741. Teaching technique: standing in certain places to maintain learning environment

742. Teaching technique: stations

743. Teaching technique: study guides

744. Teaching technique: summarize

745. Teaching technique: teach care and respect for materials

746. Teaching technique: teacher reading

747. Teaching technique: text orientation

748. Teaching technique: tolerating multiple interruptions by the intercom

749. Teaching technique: using media center

750. Teaching technique: VTR - ITV

751. Teaching technique: whole group

752. Teaching technique: written evaluation

753. Teaching technique: written responses

754. team conferences regarding individual students to include: teachers, administrators, guidance personnel, staff psychologist, pupil personnel worker, and other necessary support staff which may include parent, social worker, etc.

755. team planning

756. team teaching

757. technicians / maintenance (e.g., repair equipment, replace bulbs)

758. test children's academic achievement

759. test construction

760. test-taking skills

761. Tests & Quizzes: Administer

762. Tests & Quizzes: Design & Construct

763. Tests & Quizzes: Interpret

764. Tests & Quizzes: Score / Grade

765. Tests & Quizzes: Select or Modify
766. textbook distribution and control
767. Title I & IVC management plan cards
768. train CETA employees
769. training or aide development
770. transport and store A/V equipment
771. transport children
772. transport students to job interviews
773. travel
774. tutoring
775. tutoring or giving extra help
776. unlock the school building
777. update and maintain teaching credentials
778. use a variety of questioning techniques
779. use a variety of teaching techniques
780. use of AV equipment
781. use own funds to pay for gas for extra-curricular trips
782. use own funds to purchase supplies, instructional materials, and everything which can't be requisitioned or stolen
783. utilize A/V materials
784. vacuum room
785. varied teaching techniques
786. Vision referrals
787. voluntary fund raising
788. warm-up procedures
789. wash boards
790. water plants
791. wholesome attitude
792. wing meetings

793. work toward advanced degree

794. workbooks & sheets

795. write lesson plans (daily and long term)

796. write news articles for school paper

797. write newspaper articles

798. write passes for library

799. writing lesson plans

800. writing objectives and goals

801. writing recommendations for colleges, vo-tech, employment, etc.

802. writing, signing, checking, or collecting attendance slips

803. yearbook

APPENDIX IB: Master List of Teaching Tasks
Sorted and Edited
to Remove Duplicates
and Reduce Redundancy

1. accident forms or reports
2. adapt curriculum to meet individual children's needs
3. arranging student parties & gifts
4. assigning lockers
5. attend meetings of Citizens' Advisory Council
6. attending courses and workshops
7. attending MSTA convention
8. attending or presenting demonstration lessons
9. attending super-teacher meetings
10. attending task forces
11. care for plans or animals in the school or classroom
12. clean up after extra-curricular activities
13. clean up classroom -- e.g., by sweeping, vacuuming, dusting, other housekeeping chores
14. covering classes for emergency situations (e.g., absent teacher) or extra-curricular activities
15. detecting health problems (e.g., lice, ringworm, child abuse; referrals; medications -- remember to send child to office; keep tools for personal (child) hygiene)
16. directing, planning, or supervising extra-curricular activities

    junior high prom

    music

    newspaper

    p.e.

    school store

    student council

    student programs in evenings

    yearbook

17. ensure adequate heat, light, ventilation in the classroom

18. follow an officially approved or mandated curriculum guide in setting instructional objectives

19. keep abreast of current trends in professional literature

20. keep blinds straight

21. keep room clean and orderly

22. keep track of parent conferences (schedule, write narrative, and log conference times)

23. keeping certification current

24. keeping filing systems

25. keeping register

26. keeping track of materials

27. know where students are at all times

28. late passes

29. lavatory duty

30. Learning Disabilities referrals

31. librarian duties

32. library overdue slips

33. library skills

34. locating sources -- research

35. locker area duty

36. locker cleanouts

37. locker room or shower duty

38. logistic problems (floating teacher needs, shared resources, etc.)

39. lost textbook forms

40. lunch -- clean up duty

41. lunch duty

42. maintain accurate daily and/or monthly attendance records

43. maintain accurate, legible records

book orders

cumulative record cards

Federal census forms

field trip slips and money

group skill profiles

individual skill profiles

insurance forms

lesson plans (teacher & aide)

lunch count

parent interviews or conferences (scheduling, narrative, log)

picture money

referrals

report cards

Title I & IVC management plan cards

other forms (all the ones not covered above)

44. maintain and store athletic equipment

45. maintain anecdotal records

46. maintain annotated records

47. maintain bulletin boards

48. maintain cumulative student record cards

49. maintain discipline in a firm, fair and consistent manner

50. maintain grade books

51. maintain permanent record

52. maintain positive climate among co-workers (cafeteria workers, secretaries, specials teachers, maintenance workers, administrators, peers, parents)

53. maintain progress reports

54. maintain reasonable protection of equipment in teacher's care

55. maintain records of books and other instructional materials

56. maintain security of buildings, grounds, and records

57. maintain tools

58. maintaining and updating skills in technical areas

59. maintaining cumulative student records

60. maintenance of equipment

61. make and maintain school uniforms

62. make appointments with students and teachers

63. make coffee and goodies

64. make curtains and other window coverings

65. make materials -- e.g., posters, charts, dittos, transparencies

66. make, administer, & grade classroom tests

67. making announcements

68. managing book clubs

69. manners

70. manuscript form

71. material on their level

72. mediator

73. medical -- hyper, etc. referrals

74. meeting of department chairpersons

75. membership in professional organizations (e.g., TAAAC, MSTA, NEA)

76. mental & physical fatigue -- teacher's survival

77. minor repairs or adjustments to ditto machine in order to use it

78. money collection (e.g., pictures, March of Dimes, United Fund, newspaper)

79. morning duty: monitor arrival of students and their behavior in the assigned area; bus evacuation duty; hall patrol to prevent students from entering parts of the building before the prescribed time

80. MSTA meetings (statewide and local)

81. never be maliciously sarcastic

82. never curse

83. never eat or drink on duty

84. never give homework on weekends

85. never leave class unattended

86. never touch students (general prohibition against bodily contact, whether aggressive or not)

87. never write notes in red ink

88. observe students in order to evaluate learning

89. observing other teachers

90. office referrals

91. open and close windows

92. operate A/V equipment

93. oral evaluation

94. order instructional A/V material

95. ordering supplies after checking catalogs

96. organization of activities

97. organize and supervise field days

98. organize and/or supervise fun programs -- e.g., after-school fund-raising activities

99. paint room

100. parent conferences

101. parent-teacher communications -- e.g., through phone, letters, behavior or effort forms

102. parking lot security

103. participate in community activities other than school related (church, fire company, scouts, summer programs)

104. participate in educational research projects

105. participation in pilot programs

106. passes, admin. slips, concerns, appointments

107. passing out and collecting forms (e.g., Federal forms)

108. PDS (Pupil Data System) & CR (Cumulative Record) cards

109. permanent records

110. personal data sheets

111. personal expenditures (e.g., lending child lunch money)

112. personal improvement in content area

113. physical preparation for special areas

114. pick up equipment & parts

115. pick up paper in and around school

116. plan and carry out art shows, excellence fairs, science fairs, etc.

117. plan and conduct emergency evacuation drills

118. plan and guide independent activities to reinforce lessons

119. planning and conducting assemblies -- for example, arranging for speakers

120. planning enrichment activities for gifted students

121. planning units

122. playground supervision

123. policing halls -- hall supervision

124. pre- and post- conferences for teacher evaluation

125. preparation of materials

126. prepare A/V materials and/or room

127. prepare and run on ditto machine copies of instructional materials

128. prepare students for high school

129. prepare students for standardized tests (e.g., practise, coaching)

130. preparing or maintaining cumulative records, reading, math, articulation records

131. preparing report cards

132. preparing tests and quizzes

133. preparing written lesson plans

134. preparing written substitute or emergency plans

135. prepping for SAT's

136. previewing of materials and evaluating materials

137. procure and maintain erasers, chalk, etc.

138. professional association meetings

139. professional ethics

140. professional reading

141. program planning

142. progress reports (guidance)

143. promote public relations: selling the educational program to the public

144. promote school-community interaction by participating in and publicizing the educational program and activities

145. property control (repair and maintenance of equipment)

146. provide a listening ear

147. provide a safe environment

148. provide extra assistance to students before or after school

149. provide for individual differences

150. provide for special needs of mainstreamed students

151. provide individual instruction

152. provide learning stations or centers for individual enrichment

153. provide physical activities, games, etc. in the classroom

154. provide remediation for students who are not proficient in functional skills -- i.e., English and Math

155. provide written make-up work

156. providing student supplies

157. psycho-emotional referrals

158. PTA or Open House

159. public relations: community involvement

160. public relations: government -- elected officials -- lobbying as citizen/member

161. purchase, receive, or store materials (e.g., shop, science, etc.)

162. purchasing materials

163. read curriculum guides, manuals

164. read notes from parents

165. reading professional publications and other job-related material

166. reading records

167. recognize and report child abuse

168. recommend students for special courses (e.g., gifted)

169. recommending materials to be ordered

170. record absence codes in role book

171. record conferences

172. record from radio

173. record grades

174. record standardized test scores on student records

175. recording marks for report cards

176. recording scores on classwork

177. referral forms -- testing, resource, speech, pupil personnel

178. referrals

  Behavioral referrals

  EMR (Educationally Mentally Retarded) referrals

  Hearing referrals

  LD (Learnng Disabilities) referrals

  Medical -- hyper, etc. referrals

  Psycho-emotional referrals

  Social services -- neglect, abuse referrals

  Speech & Language referrals

  Vision referrals

179. referring students to guidance and administrators

180. refill soap and toilet paper

181. register students

182. repair materials -- instruments, utensils, hardware

183. repair or construct school equipment

184. report hazards, defects, maintenance, & fill out forms for repair

185. reporting child abuse

186. representative council meetings

187. researching materials for lectures

188. respect

189. review previous lesson

190. rewrite materials to appropriate levels

191. riot control (breaking up fights)

192. room environment, appearance (provide incentive by displaying students' work attractively; holiday decorations; bulletin boards)

193. running off dittos

194. salute flag

195. schedule -- registration forms

196. schedule cards

197. scheduling makeup work

198. scheduling with other teachers for instruction

199. school elections -- student government

200. school evaluations for accreditation

201. school newsletter with teacher input

202. school store

203. school store in high school with business teacher

204. school-related court appearances

205. seating charts

206. seeking materials not provided by school

207. self-discipline

208. selling locks

209. selling supplies

210. selling uniforms

211. send note to office to inform office of students not in class

212. sequencing of learning

213. serve as a consultant or resource person for other teachers

214. serve as a resource person to community

215. setting personal professional goals

216. sharing ideas

217. sharing of materials -- interschool

218. sharing of materials -- intraschool

219. showcases & bulletin boards

220. sign in-out sheets

221. sign out AV equipment

222. signing in -- accounting for teacher attendance

223. smoking area supervision

224. social interaction (group work, etc.)

225. social services -- neglect, abuse referrals

226. solicit materials

227. Stop & Read

228. store and use books and materials

229. straighten shelves

230. student council advisor

231. student participation in parades, instrumental programs, choral concerts, gymnastic programs, etc.

232. student teacher evaluation and supervision

233. study hall monitoring

234. subject matter testing

235. subscribe to professional publications

236. suggestion forms -- revision of school policy

237. supervise administration of state tests

238. supervise disaster drill

239. supervise playground activities

240. supervise students -- includes in class, in halls, in cafeteria, campus grounds, after school activities, plus specialized activities, sports, dramatics, banquets, overnight field trips

241. supervise students during actual emergency

242. supervise students in detention hall

243. supervising clubs

244. supervising students during assemblies

245. supporting other teachers' projects

246. take pride in their work

247. take trips to improve awareness of field

248. taking job-related courses for certification or salary purposes

249. taking job-related courses for general professional development

250. taking or assisting with inventories of books, supplies, materials, tools, equipment, etc.

251. taking roll -- homeroom & class -- record keeping

252. Tasks related to teaching techniques

alerting teachers to a specific need of a specific child that day

assign homework

board demonstrations

build rapport

cloze

collect papers

combining classes

communications with teachers re activites, materials, schedules, testing....

correct disruptive activities

culminating activities

debate

demonstrations

directed questioning techniques

Directed Reading Activities (DRA)

Directed Reading-Thinking Activity

discussion

dittos

dramatic readings

drill exercises
exchange papers
feedback
field trips
games
guest speakers
independent study
individual recitation
labs
Language Experience Approach
learning stations
lecture
lecturing
lesson organization
lesson planning
multiple texts
neurological impress (e.g., echo reading, choral reading)
oral evaluation
personalization of materials
physical activities
pop evaluation
post-test
pre-test
programmed instruction
provide for student safety
put materials away
reinforce positive behavior
role playing
self-evaluation

skits

small group

standing in certain places to maintain learning environment

study guides

summarize

teach care and respect for materials

teacher reading

text orientation

tolerating multiple interruptions by the intercom

using media center

VTR - ITV

whole group

written evaluation

written responses

253. teach appreciation of fine arts

254. teach process of decision-making

255. teach students to recognize consequences of their own actions

256. Teacher Advisory Period (TAP)

257. teacher evaluations

258. teachers must maintain acceptable conduct in public (personal image)

259. team conferences regarding individual students to include: teachers, administrators, guidance personnel, staff psychologist, pupil personnel worker, and other necessary support staff which may include parent, social worker, etc.

260. team planning

261. team teaching

262. technicians / maintenance (e.g., repair equipment, replace bulbs)

263. test children's academic achievement

264. test-taking skills

265. Tests & Quizzes: Administer

266. Tests & Quizzes: Design & Construct

267. Tests & Quizzes: Interpret

268. Tests & Quizzes: Score / Grade

269. Tests & Quizzes: Select or Modify

270. textbook distribution and control

271. Title I & IVC management plan cards

272. train CETA employees

273. transport and store A/V equipment

274. transport children

275. transport students to job interviews

276. tutoring or giving extra help

277. unlock the school building

278. update and maintain teaching credentials

279. use a variety of questioning techniques

280. use a variety of teaching techniques

281. use of AV equipment

282. use own funds to pay for gas for extra-curricular trips

283. use own funds to purchase supplies, instructional materials, and everything which can't be requisitioned or stolen

284. use own money to purchase own materials (e.g., ditto books, extra books, materials)

285. voluntary fund raising

286. warm-up procedures

287. wash boards

288. watching t.v. to "keep up with kids"

289. water plants

290. work toward advanced degree

291. working on or assisting with curriculum writing and development

292. write lesson plans (daily and long term)

293. write news articles for school paper

294. write newspaper articles

295. write passes for library

296. writing objectives and goals

297. writing recommendations for colleges, vo-tech, employment, etc.

298. writing, signing, checking, or collecting attendance slips

APPENDIX II: Basic Job Dimensions

Administrative -- Supervisory: The teacher's role in managing school activities.

Administrative -- Other: things teachers do which serve the non-instructional needs of the school as an organization

- Clerical
- Materials management (e.g., inventory control)
- Purchasing
- Records management

Classroom management & environment

Health and Safety

Housekeeping/Custodial: The teacher's role in maintaining a clean, neat, orderly environment

Human Relations

Legal: things teachers do because they are mandated by statute or regulation, or in order to avoid legal liability

Professional/Personal:

Public Relations: The teacher as visible representative of the school to the public

Security: The teacher's role in maintaining order, guarding the school building and supplies, etc.

Teaching: The teacher's role as instructor, mentor, counselor

- Instruction (process)
    - Preparation
    - Conducting Lessons
    - Follow-up
    - Evaluation
    - Miscellaneous Instructional
- Instruction (goals)

Academic

Individual

Social

Guidance

Technician (Operation, repair, or maintenance of equipment)

Personal Service -- the teacher's role as personal valet, nursemaid, or caretaker

Miscellaneous: everything I couldn't categorize

APPENDIX III:
Questionnaire Items
(Teaching Tasks)
Sorted by Job Function

Administrative -- Supervisory: The teacher's role in managing school activities.

- directing, planning, or supervising each of the following extra-curricular activities:
  - debating team
  - music (band, orchestra. etc.)
  - newspaper
  - physical education
  - proms, other dances
  - school store
  - student council advisor, school elections -- student government
  - student programs in evenings
  - yearbook
  - other extra-curricular activities (please list in the space below)
- helping school aides develop, implement, and evaluate guidelines for lunch, yard, and other duty assignments
- instructing or supervising new teachers
- lavatory duty
- locker room or shower duty
- making announcements
- managing book clubs
- monitoring study hall
- morning duty: monitoring arrival of students and their behavior in the assigned area; bus evacuation duty; hall patrol to prevent students from entering parts of the building before the prescribed time
- planning and carrying out art shows, excellence fairs, science fairs, etc.
- planning and conducting assemblies -- for example, arranging for speakers

policing halls -- hall supervision, hall duty -- or simply standing in the hall to create a "teacher presence"

scheduling or registering students: processing forms, working out schedules, etc.

supervising school aides

supervising school store

supervising students during assemblies

supervising students in detention hall

supervising student participation in parades, instrumental programs, choral concerts, gymnastic programs, etc.

supervising students on the playground (playground duty)

working on or assisting with curriculum writing, development, or revision

assigning lockers

covering classes for emergency situations (e.g., absent teacher) or extracurricular activities

organizing and supervising field days

organizing and/or supervising fun programs -- e.g., after-school fund-raising activities

sending note to office to inform office of students not in class

supervising administration of state tests

supervising disaster drills

supervising smoking area

unlocking the school building

training other school employees (e.g., CETA)

Administrative -- Other: things teachers do which serve the non-instructional needs of the school as an organization

.Grab=;Clerical

keeping filing systems current and well-organized

passing out and collecting forms (e.g., Federal forms)

preparing report cards

taking roll -- homeroom & class; may include recording absence codes in role book

using the ditto machine: preparing and running off instructional materials, tests, announcements, etc.

collecting money from students (e.g., pictures, March of Dimes, United Fund, newspaper)

signing in or out to account for teacher attendance

signing out audiovisual equipment

accident forms or reports

attendance slips

cumulative record cards

Federal census forms

insurance forms

late passes

library overdue slips

library passes

lost textbook forms

PDS (Pupil Data System) cards

personal data sheets

referral forms -- testing, resource, speech, pupil personnel

report cards

requisition forms -- for ordering supplies, books, equipment, etc.

suggestion forms -- revision of school policy

Title I & IVC management plan cards

other forms not mentioned above (please list below)

Materials management (e.g., inventory control)

distributing books, supplies, materials, tools, equipment, etc. to students

maintaining (cleaning, repairing) equipment (e.g., tools, instruments, athletic equipment, laboratory equipment)

picking up equipment, parts, supplies, etc. from stores or suppliers

planning, arranging, or implementing storage of books, supplies, materials, tools, equipment, etc.

receiving (i.e., accepting from shipper, checking shipment against packing list or order form, etc.) books, supplies, materials, tools, equipment, etc.

selling school supplies to students (e.g., locks, uniforms, other materials)

taking or assisting with inventories of books, supplies, materials, tools, equipment, etc.

Purchasing

assisting others to decide what to purchase with school funds -- e.g., recommending materials to be ordered

deciding independently what to purchase with school funds -- including previewing and evaluating materials

ordering or requisitioning books, supplies, materials, tools, equipment, etc. through normal school channels

---

Records management

keeping track of parent conferences (scheduling, writing narrative report, and logging conference times)

maintaining accurate daily and/or monthly attendance records

maintaining anecdotal records

maintaining annotated records

maintaining progress reports

maintaining records of student payments (e.g., picture money, field trip money, lunch money)

maintaining records of books, supplies, materials, tools, equipment, etc.

maintaining records of referrals

maintaining register

maintaining students' academic records, including test scores, class work grades, standardized test scores, etc.

preparing or maintaining cumulative student records

preparing or maintaining group skill profiles

preparing or maintaining individual skill profiles

preparing or maintaining reading or math articulation records

preparing or updating seating charts

Classroom management & environment

maintaining showcases & bulletin boards

referring students to guidance and administrators

Health and Safety

planning and conducting emergency evacuation drills

controlling student medication -- e.g., keeping medicine for students, dispensing at needed times, remembering to send student to office at appropriate times

detecting health problems (e.g., lice, ringworm, child abuse)

reporting hazards, defects, maintenance, & filling out forms for repair

using proper first aid techniques in accidents; caring for sick or injured children

behavioral referrals

EMR (Educationally Mentally Retarded) referrals

hearing referrals

LD (Learning Disabilities) referrals

medical -- hyper, etc. referrals

psycho-emotional referrals

social services -- neglect, abuse referrals

speech & language referrals

vision referrals

other referrals for which you are responsible (list below)

supervising students during actual emergency

Housekeeping/Custodial: The teacher's role in maintaining a clean, neat, orderly environment

cleaning up after extra-curricular activities

cleaning up classroom -- e.g., by sweeping, vacuuming, dusting, other housekeeping chores

keeping room clean and orderly

lunch duty -- clean up duty

straightening shelves

caring for plants or animals in the school or classroom

opening and closing classroom windows

picking up paper in and around school -- general school cleanup

refilling soap and toilet paper

washing boards

ensuring adequate heat, light, ventilation in the classroom

keeping blinds straight

locker cleanouts

painting your classroom

Human Relations

accepting critiquing and supervision from peers

communicating with other teachers about activities, materials, schedules, testing....

working with teachers across subject areas, and with other resource personnel

supporting other teachers' projects

Legal: things teachers do because they are mandated by statute or regulation, or in order to avoid legal liability

taking job-related courses for certification or salary purposes

making school-related court appearances

recognizing and reporting child abuse

updating and maintaining teaching credentials / certification

accurately recording the details of an accident where school or teacher liability may be involved

Personal Service: the teacher's role as mother, caretaker

helping students with clothing -- tying shoes, fastening jackets, etc.

keep tools for personal (child) hygiene

Professional/Personal:

attending local courses, workshops or seminars (e.g., in-service)

evaluating and supervising student teachers

keeping abreast of current trends in professional literature

maintaining and updating skills in technical areas

reading professional publications and other job-related material

serving on task forces or committees (e.g., grievance committee, social committee, textbook evaluation committee, curriculum development committee, etc.)

taking job-related courses for general professional development

watching t.v. to "keep up with kids"

assisting in the evaluation of other teachers (peer evaluation) -- for example, by observing other teachers

attending or presenting demonstration lessons

attending professional association meetings (e.g., TAAAC, MSTA, NEA)

attending super-teacher meetings

participating in pilot programs

serving as a consultant or resource person for other teachers sharing ideas with colleagues

taking trips to improve awareness of field

using interaction analysis to categorize and analyze teacher classroom behavior with regard to patterns of teacher behavior, teacher role, and teacher style

maintaining membership in professional organizations (e.g., TAAAC, MSTA, NEA)

subscribing to professional publications

participating in educational research projects

serving as a member of the representative council of the local teachers' association

working toward advanced degree

Public Relations: The teacher as visible representative of the school to the public

meeting with parents (parent conferences) to discuss students' progress, problems, prospects

other parent-teacher communications -- e.g., through phone, letters, or report forms

participating in community activities other than school related (e.g., church, fire company, scouts, summer programs)

attending / participating in PTA or Open House

attending meetings of Citizens' Advisory Council

government-related activities -- e.g., lobbying, contacting elected officials on behalf of the teaching profession

serving as a resource person to community -- for example, serving on panels, acting as informal consultant to local groups (e.g., League of Women Voters); interpreting the school program to parents or other community members

writing for public consumption in your capacity as a teacher -- e.g., letters to the editor, newspaper articles

promoting school-community interaction by visibly participating in the educational program and activities

maintaining "acceptable" conduct in public (personal image)

Security: The teacher's role in maintaining order, guarding the school building and supplies, etc.

parking lot security or sweep

riot control (breaking up fights)

maintaining reasonable protection of equipment in your care

maintaining security of buildings, grounds, and records

Teaching: The teacher's role as instructor, mentor, counselor

Instruction (process)

Preparation

adapting / modifying the curriculum to meet the needs of individual children or classes

adapting / modifying materials to levels appropriate for individual children or classes

collecting or preparing instructional materials needed for upcoming lesson(s)

locating sources for lectures or other class presentations -- research

making or building equipment or other needed materials (e.g., uniforms, charts, dittos, special supplies or equipment)

planning and guiding independent activities to reinforce lessons

planning and guiding enrichment activities for gifted students

planning and organizing programs

planning and organizing units

planning and organizing lessons

preparing audiovisual materials and/or room

preparing written daily and long term lesson plans (teacher & aide)

preparing written substitute or emergency plans

reading curriculum guides or manuals as an aid in planning lessons or units

team planning (collaborative planning with other members of a teaching team)

- alerting other teachers to a specific need of a specific child that day
- ascertaining interests and degrees of motivation by conducting informal interviews with pupils
- combining classes
- reading student records as an aid to structuring individual educational programs
- recording from radio or other sources for use in class

Conducting Lessons

- boarding demonstrations
- build rapport
- cloze
- debate
- demonstrations
- directed questioning techniques
- Directed Reading Activities (DRA)
- Directed Reading-Thinking Activity
- discovery learning
- discussion
- dramatic readings
- drill exercises
- individual instruction or activities / independent study
- individual recitation
- Language Experience Approach
- lecture
- neurological impress (e.g., echo reading, choral reading)
- peer tutoring
- physical activities (e.g., dance)
- other organized student activities

programmed instruction

role playing

skits

small group instruction or activities

Stop & Read

teacher reading

team teaching

warm-up procedures

whole group instruction or activities

Follow-up

culminating activities

feedback

review previous lesson

summarize

Evaluation

designing or constructing tests or quizzes

interpreting standardized test scores

interpreting test / quiz scores or performance

scoring or grading standardized tests, classroom tests, or quizzes

selecting or modifying tests or quizzes

administering classroom tests or quizzes

administering standardized tests

analyzing test items for validity and reliability, utilizing basic statistical procedures

exchange papers

observe students in order to evaluate learning

open questioning techniques

oral evaluation

pop quiz

pre-test and post-test

self-evaluation

Miscellaneous Instructional

providing extra assistance to students before or after school

providing for special needs of mainstreamed students

assigning homework

collecting papers

field trips

games

guest speakers

labs

learning stations or centers

multiple texts

providing written make-up work

rearranging the room for "aloneness," partnership, small groups, large group, as need arises

scheduling makeup work

sequencing of learning

study guides

tolerating multiple interruptions (for example, by the intercom)

tutoring or giving extra help

using media center

videotape or instructional television

prepare students for SAT's or other standardized tests (e.g., practise, coaching)

Instruction (goals)

Academic

- appreciation of fine arts
- basic arithmetic skills
- basic reading skills (decoding, literal comprehension, inferential comprehension, etc.)
- library skills
- manuscript form
- remediation for students who are not proficient in functional skills -- i.e., English and Math
- spelling
- test-taking skills

Individual

- respect for themselves and for others
- self-discipline
- take pride in their work
- teach care and respect for materials
- teach process of decision-making
- teach students to recognize consequences of their own actions

Social

- manners
- prepare students for high school
- social interaction skills (group work, etc.)

Guidance

- assisting students in assessing their career objectives
- presenting information to parents which will assist them in helping their children make realistic decisions regarding careers
- writing recommendations for colleges, vo-tech, employment, etc.
- serving as an empathic listener for students

Technician (Operation, repair, or mantenance of equipment)

- making minor repairs or adjustments to ditto machine in order to use it
- transporting and storing audiovisual or other equipment
- operating audiovisual equipment

Miscellaneous: everything else

- reading notes from parents
- seeking from other sources materials not provided by school -- e.g., soliciting donations from parents, PTA, local merchants
- team conferences regarding individual students to include: teachers, administrators, guidance personnel, staff psychologist, pupil personnel worker, and other necessary support staff which may include parent, social worker, etc.
- writing articles or other contributions for school newsletter
- arranging student parties & gifts
- making coffee and goodies (e.g., for teachers' lounge, parties, etc.)
- making curtains or other window coverings for the classroom
- making personal expenditures (e.g., lending child lunch money)
- recommending students for special courses (e.g., gifted)
- recording conferences
- saluting flag
- transporting children (for example, to job interviews)
- using own money to pay for gas for extra-curricular trips

using own money to purchase supplies, ditto books, extra books, instructional materials, and everything else which can't be obtained through normal school channels

voluntary fund raising

writing news articles for school paper

coping with mental & physical fatigue -- teacher's survival

APPENDIX IV: The Questionnaire

JOB ANALYSIS OF TEACHING

TEACHER QUESTIONNAIRE

Educational Testing Service

1979

This questionnaire is part of a study being performed by Educational Testing Service under a grant from the National Institute of Education. The aim of the project is to provide guidance to the courts regarding the job-relatedness of the criteria used in making employment-related decisions about teachers.

PLEASE NOTE: All data will be kept completely confidential by Educational Testing Service. No information about individual responses to this questionnaire will be released to anyone except the Educational Testing Service project staff; as a matter of fact, although we should like to have your name (just in case we should want to contact you for clarification of a response or for participation in a possible followup study), you need not provide it unless you wish.

The Equal Employment Opportunity Commission (EEOC) guidelines for employment selection and the recent history of court cases involving the use of tests have made job-relatedness the central criterion in adjudicating cases in which the use of tests in making employment-related decisions about individuals is challenged on the basis of discriminatory impact. Basically, both the guidelines and the pattern of court decisions require of an employer that (particularly when there is evidence of discriminatory employment practises) decisions related to individual employees be based on criteria which are demonstrably related to the job in question.

Under the NIE grant, ETS is studying the content of the teacher's job (in terms of tasks or duties performed), and examining the relationship between job content and job context -- i.e., the ways in which the job of teaching varies across (for example) grade levels, content areas, and school districts. The purpose of this questionnaire is to collect as much information as possible about the requirements of your particular teaching position, without impinging unduly on your time.

Although the results of the study cannot be considered definitive outside the districts in which it is to be conducted, they will enable the courts to better evaluate the quality of data presented to support any claims of job-relatedness for procedures used in making job-related decisions about teachers.

Obviously, the success of the project depends on the extent to which we are successful in collecting information from many teachers in different teaching positions. We understand that you have many demands on your time, but we hope that you'll be able to find the hour or so it should take to complete this questionnaire. If you do, our chances of success are just that much better.

The data which you provide on this form will be kept completely confidential. No one outside the Educational Testing Service project staff will have any access whatsoever to your questionnaire or to any of your answers, nor will any project report contain any information from which individual participants could be identified.

If you have any questions about the questionnaire or about the project, please call (collect):

Dr. David A. Potter
Project Director
(609) 921-9000 ext. 2522

Name ______________________________

School ______________________________

City (District) ______________________________

Grade(s) taught __________ Subject(s) taught ______________________________

Total years teaching experience ________

Please rate the importance in your teaching of each of the following activities or factors by placing the appropriate number from the following scale in the blank in front of each item:

Not important, trivial..1
Minor importance -- doesn't matter much.......................................2
Some importance -- could survive without it, but should do it.................3
Important -- my teaching performance would suffer without it..................4
Very important, vital...5 1

maintaining membership in professional organizations (e.g., NYSUT, AFT, Subject area associations) ____ 1.1

serving as an empathetic listener ____ 1.2

subscribing to professional publications ____ 1.3

supervising students during actual emergency ____ 1.4

maintaining reasonable protection of equipment in your care ____ 1.5

supporting other teachers' projects ____ 1.6

promoting school-community interaction by visibly participating in the educational program and activities ____ 1.7

maintaining "acceptable" conduct in public (personal image) ____ 1.8

coping with mental & physical fatigue -- teacher's survival ____ 1.9

For each of the following tasks or activities, please write the approximate average amount of time you spend on each task, using the following scale:

None at all.....................................1
One hour per month or less......................2
One to four hours per month.....................3
One to four hours per week......................4
One or more hours per day.......................5 2

adapting / modifying the curriculum to meet the needs of individual children or classes ____ 2.1

adapting / modifying materials to levels appropriate for individual children or classes ____ 2.2

attending faculty, department, or grade-level meetings ____ 2.3

attending local courses, workshops or seminars (e.g., in-service) ____ 2.4

cleaning up after extra-curricular activities ____ 2.5

cleaning up classroom and keeping it orderly -- e.g., by sweeping, vacuuming, dusting, other housekeeping chores ____ 2.6

collecting or preparing instructional materials needed for upcoming lesson(s) ____ 2.7

2.8. _____ designing or constructing tests or quizzes

2.9. Directing, planning, or supervising each of the following extra-curricular activities:

2.9.1. ______ athletic teams or activities

2.9.2. ______ debating team

2.9.3. ______ drama

2.9.4. ______ musical activities (e.g., band, orchestra)

2.9.5. ______ newspaper

2.9.6. ______ proms, other dances

2.9.7. ______ school store

2.9.8. ______ student council advisor, school elections -- student government

2.9.9. ______ student programs in evenings

2.9.10. _____ yearbook

2.9.11. _____ other extra-curricular activities (please list in the space below)

2.10. ____ distributing books, supplies, materials, tools, equipment, etc. to students

2.11. ____ evaluating, advising, and supervising student teachers

2.12. ____ instructing, supervising, or assisting new teachers

2.13. ____ interpreting standardized test scores

2.14. ____ interpreting test / quiz scores or performance

2.15. ____ keeping abreast of current trends by reading professional literature and/or other job-related materials

2.16. ____ keeping filing systems current and well-organized

2.17. ____ lavatory duty

2.18. ____ locating sources for lectures or other class presentations -- research

2.19. ____ locker room or shower duty

2.20. ____ lunch duty -- clean up duty

2.21. ____ maintaining (cleaning, repairing) equipment (e.g., tools, instruments, athletic equipment, laboratory equipment) maintaining accurate daily and/or monthly attendance records (e.g., attendance register) ____ 2

maintaining and updating skills in technical areas ____ 2

maintaining anecdotal or annotated records ____ 2

maintaining progress reports ____ 2

maintaining records of student payments (e.g., picture money, field trip money, lunch money) ____ 2

maintaining records of books, supplies, materials, tools, equipment, etc.____ 2

maintaining records of referrals (e.g., disciplinary referrals) ____ 2

maintaining showcases & bulletin boards ____ 2

maintaining students' academic records, including test scores, class work grades, standardized test scores, etc. ____ 2

making announcements ____ 2

making or building materials or other needed equipment (e.g., uniforms, charts, dittos, special supplies or equipment) ____ 2

managing / sponsoring book clubs ____ 2

monitoring study hall ____ 2

morning duty: monitoring arrival of students and their behavior in the assigned area; bus evacuation duty; hall patrol to prevent students from entering parts of the building before the prescribed time ____ 2

Parent Conferences 2

- meeting with parents (parent conferences) to discuss students' progress, problems, prospects ____ 2.3
- keeping track of parent conferences (scheduling, writing narrative report, and logging conference times) ____ 2.3
- other parent-teacher communications -- e.g., through phone, letters, or report forms ____ 2.3

participating in community activities other than school related (e.g., church, fire company, scouts, summer programs) ____ 2

passing out and collecting forms (e.g., Federal forms) ____ 2

picking up equipment, parts, supplies, etc. from stores or suppliers ____ 2

planning and assigning tasks to aides ____ 2

planning and carrying out art shows, excellence fairs, science fairs, etc. ____ 2

planning and conducting emergency evacuation drills ____ 2.

2.43. ____ planning and conducting assemblies -- for example, arranging for speakers

2.44. ____ planning and guiding independent activities to reinforce lessons

2.45. ____ planning and guiding enrichment activities for gifted students

2.46. ____ planning and organizing lessons, units, and instructional programs

2.47. ____ planning, arranging, or implementing storage of books, supplies, materials, tools, equipment, etc.

2.48. ____ policing halls -- hall supervision, hall duty -- or simply standing in the hall to create a "teacher presence"

2.49. ____ preparing audiovisual materials and/or room for AV presentations

2.50. ____ preparing or maintaining cumulative student records

2.51. ____ preparing or maintaining individual or group skill profiles

2.52. ____ preparing or maintaining reading or math articulation records

2.53. ____ preparing or updating seating charts

2.54. ____ preparing report cards

2.55. ____ preparing written daily and long term lesson plans (teacher & aide)

2.56. ____ preparing written substitute or emergency plans

2.57. ____ providing extra assistance to students before school or after school

2.58. ____ providing for special needs of mainstreamed students

2.59. ____ reading curriculum guides or manuals as an aid in planning lessons or units

2.60. ____ receiving (i.e., accepting from shipper, checking shipment against packing list or order form, etc.) books, supplies, materials, tools, equipment, etc.

2.61. ____ scheduling or registering students: processing forms, working out schedules, etc.

2.62. ____ scoring or grading standardized tests, classroom tests, or quizzes

2.63. ____ seeking from other sources materials not provided by school -- e.g., soliciting donations from parents, PTA, local merchants

2.64. ____ selecting or modifying tests or quizzes

2.65. ____ selling school supplies to students (e.g., locks, uniforms, other materials)

2.66. ____ serving on task forces or committees (e.g., grievance committee, social committee, textbook evaluation committee, curriculum development committee, etc.)

supervising and evaluating school aides ____ 2.

supervising school store ____ 2.

supervising students during assemblies ____ 2.

supervising students in detention hall ____ 2.

supervising student participation in parades, instrumental programs, choral concerts, gymnastic programs, etc. ____ 2.

supervising students on the playground (playground duty) ____ 2.

taking job-related courses ____ 2.

taking or assisting with inventories of books, supplies, materials, tools, equipment, etc. ____ 2.

taking roll -- homeroom & class; may include recording absence codes in roll book ____ 2.

team conferences regarding individual students to include: teachers, administrators, guidance personnel, staff psychologist, pupil personnel worker, and other necessary support staff which may include parent, social worker, etc. ____ 2.

team planning (collaborative planning with other members of a teaching team) ____ 2.

using the ditto machine: preparing and running off instructional materials, tests, announcements, etc. ____ 2.

watching t.v. to "keep up with kids" ____ 2.

working on or assisting with curriculum writing, development, or revision ____ 2.

writing articles or other contributions for school newsletter ____ 2.

For each of the following tasks or activities, please rate the approximate frequency with which you perform each task, using the following scale:

Never..1
Less than once a month.......................2
Seldom (1-4 times/month).....................3
Occasionally (1-4 times/week)................4
Often (1-4 times/day)........................5
Very Frequently (5 or more times/day)........6

accepting critiquing or informal evaluation from peers ____ 3

alerting other teachers to a specific need of a specific child that day ____ 3.

appearing or testifying before the Board of Education (or Board committees) ____ 3.

arranging student parties & gifts ____ 3.

3.5. _____ assigning lockers

3.6. _____ assisting in the evaluation of other teachers (peer evaluation) -- for example, by observing other teachers

3.7. _____ assisting others to decide what to purchase with school funds -- e.g., recommending materials to be ordered

3.8. _____ assisting students in assessing their career objectives

3.9. _____ attending / participating in PTA or Open House

3.10. ____ attending meetings of Citizens' Advisory Council

3.11. ____ attending or presenting demonstration lessons

3.12. ____ attending professional meetings (e.g., NYSUT, AFT, subject area organizations)

3.13. ____ attending superintendent-teacher meetings

3.14. ____ caring for plants or animals in the school or classroom

3.15. ____ collecting money from students (e.g., pictures, March of Dimes, United Fund, newspaper)

3.16. ____ communicating with other teachers about activities, materials, schedules, testing....

3.17. ____ controlling student medication -- e.g., keeping medicine for students, dispensing at needed times, remembering to send student to office for medication at appropriate times

3.18. ____ covering classes for emergency situations (e.g., absent teacher) or extra-curricular activities

3.19. ____ crowd control (breaking up fights)

3.20. ____ deciding independently what to purchase with school funds -- including previewing and evaluating materials

3.21. ____ detecting and reporting health problems

3.22. ____ government-related activities -- e.g., lobbying, contacting elected officials on behalf of the teaching profession

3.23. ____ helping students with clothing -- tying shoes, fastening jackets, etc.

3.24. ____ keeping articles for personal (child) hygiene

3.25. ____ making coffee and goodies (e.g., for teachers' lounge, parties, etc.)

3.26. ____ making curtains or other window coverings for the classroom

3.27. ____ making minor repairs or adjustments to ditto machine in order to use it

3.28. ____ making school-related court appearances opening and closing classroom windows ____ 3.29

ordering or requisitioning books, supplies, materials, tools, equipment, etc. through normal school channels ____ 3.30

organizing and supervising field days ____ 3.31

organizing and/or supervising fund-raising activities ____ 3.32

parking lot security ____ 3.33

participating in pilot programs ____ 3.34

picking up paper in and around school -- general school cleanup ____ 3.35

presenting information to parents which will assist them in helping their children make realistic decisions regarding careers ____ 3.36

recognizing and reporting child abuse ____ 3.37

recommending students for special courses (e.g., gifted) ____ 3.38

recording conferences ____ 3.39

referring students to guidance and administrators ____ 3.40

reporting hazards, defects, maintenance, & filling out forms for repair ____ 3.41

saluting flag ____ 3.42

sending note to office to inform office of students' truancy ____ 3.43

serving as a consultant or resource person for other teachers ____ 3.44

serving as a resource person to community -- for example, serving on panels, acting as informal consultant to local groups (e.g., League of Women Voters); interpreting the school program to parents or other community members ____ 3.45

sharing ideas with colleagues ____ 3.46

signing in or out to account for teacher attendance ____ 3.47

signing out, transporting, and storing audiovisual or other equipment ____ 3.48

supervising administration of state-mandated tests ____ 3.49

supervising disaster drills ____ 3.50

supervising smoking area ____ 3.51

taking trips to improve awareness of own subject matter or field ____ 3.52

transporting children (for example, to job interviews) ____ 3.53

unlocking the school building ____ 3.54

3.55. ____ updating and maintaining teaching credentials / certification

3.56. ____ using interaction analysis to categorize and analyze teacher classroom behavior with regard to patterns of teacher behavior, teacher role, and teacher style

3.57. ____ using own money to pay for gas for extra-curricular trips

3.58. ____ using own money to purchase supplies, ditto books, extra books, instructional materials, and everything else which can't be obtained through normal school channels

3.59. ____ using proper first aid techniques in accidents; caring for sick or injured children

3.60. ____ voluntary fund raising

3.61. ____ washing chalkboards

3.62. ____ working with teachers across subject areas, and with other resource personnel

3.63. ____ writing for public consumption in your capacity as a teacher -- e.g., letters to the editor, newspaper articles

3.64. ____ writing news articles for school paper

3.65. ____ writing recommendations for colleges, vocational education, employment, etc.

How often are you responsible for making each of the following types of referrals? Please use the following scale in making your ratings:

Never	1
Less than once a month	2
Seldom (1-4 times/month)	3
Occasionally (1-4 times/week)	4
Often (1-4 times/day)	5
Very Frequently (5 or more times/day)	6

4.1. _____ behavioral referrals

4.2. _____ EMR (Educationally Mentally Retarded) referrals

4.3. _____ hearing referrals

4.4. _____ LD (Learning Disabilities) referrals

4.5. _____ medical -- hyperactivity, etc. referrals

4.6. _____ psycho-emotional referrals

4.7. _____ social services -- neglect, abuse referrals

4.8. _____ speech & language referrals

4.9. _____ vision referrals

4.10 _____ other referrals (please list above on this page)

Following is a list of forms often used in schools. Please check each form which you use in any way -- that is, please place a check in front of each form which you process, fill out, distribute, collect, etc. 5.

accident forms or reports ____ 5.1.

attendance slips ____ 5.2.

cumulative record cards ____ 5.3.

Federal census forms ____ 5.4.

Individualized Education Plan ____ 5.5.

insurance forms ____ 5.6.

inventory forms ____ 5.7.

late passes ____ 5.8.

library overdue slips ____ 5.9.

library passes ____ 5.10.

lost textbook forms ____ 5.11.

Middle States Evaluation ____ 5.12.

personal data sheets ____ 5.13.

referral forms -- testing, resource, discipline, speech, pupil personnel ____ 5.14.

repair orders ____ 5.15.

report cards ____ 5.16.

requisition forms -- for ordering supplies, books, equipment, etc. ____ 5.17.

suggestion forms -- revision of school policy ____ 5.18.

Title I & IV management plan cards ____ 5.19.

other forms not mentioned above (please list below) ____ 5.20.

For the following list of tasks or responsibilities, please place a check in the space preceding each item which applies to your own teaching -- i.e., you do it or are responsible for getting it done.

6.1. _____ accurately recording the details of an accident where school or teacher liability may be involved

6.2. _____ ensuring adequate heat, light, ventilation in the classroom

6.3. _____ keeping blinds straight

6.4. _____ maintaining security of buildings, grounds, and records

6.5. _____ painting your classroom and/or related articles (e.g., furniture, trim)

6.6. _____ participating in educational research projects

6.7. _____ serving as a member of the representative council of the local teachers' association

6.8. _____ supervising student locker cleanouts

6.9. _____ training other school employees (e.g., CETA)

6.10. ____ working toward advanced degree

On the following list of teaching tasks or techniques, please rate the approximate frequency with which you use each one, using the following scale:

Never..1
Less than once a month.......................2
Seldom (1-4 times/month).....................3
Occasionally (1-4 times/week)................4
Often (1-4 times/day)........................5
Very Frequently (5 or more times/day)........6

7.1. _____ administering classroom tests or quizzes

7.2. _____ administering standardized tests

7.3. _____ analyzing test items for validity and reliability, utilizing basic statistical procedures

7.4. _____ ascertaining interests and degrees of motivation by conducting informal interviews with pupils

7.5. _____ assigning homework

7.6. _____ build rapport

7.7. _____ cloze

7.8. _____ collecting papers

7.9. _____ combining classes (e.g., to compensate for lack of substitute teachers, for team teaching, for different levels) culminating activities ____ 7.10.

debate ____ 7.11.

demonstrations ____ 7.12.

directed questioning techniques ____ 7.13.

Directed Reading Activities (DRA) ____ 7.14.

Directed Reading-Thinking Activity ____ 7.15.

discovery method of learning ____ 7.16.

discussion ____ 7.17.

dramatic readings ____ 7.18.

drill exercises ____ 7.19.

emergency evacuation demonstrations ____ 7.20.

exchange papers ____ 7.21.

feedback ____ 7.22.

field trips ____ 7.23.

games ____ 7.24.

guest speakers ____ 7.25.

individual instruction or activities ____ 7.26.

independent study ____ 7.27.

individual recitation ____ 7.28.

labs ____ 7.29.

Language Experience Approach ____ 7.30.

learning stations or centers ____ 7.31.

lecture ____ 7.32.

multiple texts ____ 7.33.

neurological impress (e.g., echo reading, choral reading) ____ 7.34.

observe students in order to evaluate learning ____ 7.35.

open questioning techniques ____ 7.36.

operating audiovisual equipment ____ 7.37.

oral evaluation ____ 7.38.

7.39. ____ peer tutoring (i.e., by students)

7.40. ____ physical activities (e.g., dance)

7.41. ____ other organized student activities

7.42. ____ pop quiz

7.43. ____ pre-test and post-test

7.44. ____ programmed instruction

7.45. ____ providing written make-up work

7.46. ____ reading student records as an aid to structuring individual educational programs

7.47. ____ rearranging the room for "aloneness," partnership, small groups, large group, as need arises

7.48. ____ recording from radio or other sources for use in class

7.49. ____ review previous lesson

7.50. ____ role playing

7.51. ____ scheduling makeup work

7.52. ____ self-evaluation

7.53. ____ sequencing of learning

7.54. ____ skits

7.55. ____ small group instruction or activities

7.56. ____ Stop & Read

7.57. ____ study guides

7.58. ____ summarize

7.59. ____ teacher reading aloud to class

7.60. ____ team teaching

7.61. ____ tolerating multiple interruptions (for example, by the intercom)

7.62. ____ tutoring or giving extra help

7.63. ____ using media center

7.64. ____ videotape or instructional television

7.65. ____ warm-up (motivational) procedures

7.66. ____ whole group instruction or activities

To what extent are your instructional goals or objectives determined for you by an official curriculum or curriculum guide, or constrained by an officially adopted textbook? Please check the space preceding the response which most closely approximates your own position.

____ Not at all; I am competely free to set my own goals and objectives

____ Somewhat; there is an official curriculum, but I am free to modify it as I wish

____ Moderately; I am free to add "enrichment" activities or objectives, but I must cover most of the objectives in the official curriculum

____ Quite a bit; there is some flexibility, but I am required to cover all the objectives in the official curriculum

____ Completely; I am not supposed to deviate from the official curriculum 8.

On the following list, please check each goal or objective which you pursue in your own teaching. 9.

appreciation of fine arts ____ 9.1.

basic arithmetic skills ____ 9.2.

basic reading skills (decoding, literal comprehension, inferential comprehension, etc.) ____ 9.3.

career or occupational preparedness ____ 9.4.

library skills ____ 9.5.

manners ____ 9.6.

manuscript form ____ 9.7.

prepare students for next level of schooling ____ 9.8.

prepare students for standardized tests (e.g., practice, coaching) ____ 9.9.

remediation for students who are not proficient in functional skills -- i.e., English and Math ____ 9.10.

respect for themselves and for others ____ 9.11.

self-discipline ____ 9.12.

social interaction skills (group work, etc.) ____ 9.13.

spelling ____ 9.14.

teach care and respect for materials ____ 9.15.

teach pride in their work ____ 9.16.

teach process of decision-making ____ 9.17.

9.18. ____ teach students to recognize consequences of their own actions

9.19. ____ test-taking skills

9.20. ____ understanding and appreciation of other people and their cultures

THE FOLLOWING PAGES ARE FOR YOUR CONVENIENCE IN FILLING OUT THE QUESTIONNAIRE. If you place the appropriate page next to the questionnaire, you'll have the scale you're using readily available, and won't have to refer back to an earlier page of the questionnaire itself.

The following question is to be used in responding to items 1.1 through 1.9 on page 1.

Please rate the importance in your teaching of each of the following activities or factors by placing the appropriate number from the following scale in the blank in front of each item:

Not important, trivial	1
Minor importance -- doesn't matter much	2
Some importance -- could survive without it, but should do it	3
Important -- my teaching performance would suffer without it	4
Very important, vital	5

The following question is to be used in responding to items 2.1 through 2.81 on pages 1 through 5:

For each of the following tasks or activities, please write the approximate average amount of time you spend on each task, using the following scale:

None at all	1
One hour per month or less	2
One to four hours per month	3
One to four hours per week	4
One or more hours per day	5

The following question is to be used in responding to items 3.1 through 3.65 on pages 5 through 8:

For each of the following tasks or activities, please rate the approximate frequency with which you perform each task, using the following scale:

Never	1
Less than once a month	2
Seldom (1-4 times/month)	3
Occasionally (1-4 times/week)	4
Often (1-4 times/day)	5
Very Frequently (5 or more times/day)	6

The following question is to be used in responding to items 4.1 through 4.10 on page 8:

How often are you responsible for making each of the following types of referrals? Please use the following scale in making your ratings:

Never	1
Less than once a month	2
Seldom (1-4 times/month)	3
Occasionally (1-4 times/week)	4
Often (1-4 times/day)	5
Very Frequently (5 or more times/day)	6

The following question is to be used in responding to items 5.1 through 5.20 on page 9:

Following is a list of forms often used in schools. Please check each form which you use in any way -- that is, please place a check in front of each form which you process, fill out, distribute, collect, etc.

The following question is to be used in responding to items 6.1 through 6.10 on page 10:

For the following list of tasks or responsibilities, please place a check in the space preceding each item which applies to your own teaching -- i.e., you do it or are responsible for getting it done.

The following question is to be used in responding to items 7.1 through 7.66 on pages 10 through 12:

On the following list of teaching tasks or techniques, please rate the approximate frequency with which you use each one, using the following scale:

Never	1
Less than once a month	2
Seldom (1-4 times/month)	3
Occasionally (1-4 times/week)	4
Often (1-4 times/day)	5
Very Frequently (5 or more times/day)	6

The following question is to be used in responding to items 9.1 through 9.20 on pages 13 through 14:

On the following list, please check each goal or objective which you pursue in your own teaching.

APPENDIX V:
The Nine Factors:
Questionnaire Items
and
Factor Loadings

(Including only items with
loadings greater than .30)

FACTOR 1: Busy Work -- Care of school, classroom, and students
Reliability: .9464

2.6. [.6005] cleaning up classroom and keeping it orderly — e.g., by sweeping, vacuuming, dusting, other housekeeping chores
2.26. [.5909] maintaining records of student payments (e.g., picture money, field trip money, lunch money)
2.29. [.5872] maintaining showcases & bulletin boards
2.5. [.5448] cleaning up after extra-curricular activities
2.32. [.5346] making or building materials or other needed equipment (e.g., uniforms, charts, dittos, special supplies or equipment)
3.23. [.5168] helping students with clothing -- tying shoes, fastening jackets, etc.
3.15. [.4900] collecting money from students (e.g., pictures, March of Dimes, United Fund, newspaper)
3.59. [.4828] using proper first aid techniques in accidents; caring for sick or injured children
3.24. [.4651] keeping articles for personal (child) hygiene
2.39. [.4503] picking up equipment, parts, supplies, etc. from stores or suppliers
2.47. [.4333] planning, arranging, or implementing storage of books, supplies, materials, tools, equipment, etc.
2.56. [.4307] preparing written substitute or emergency plans
3.14. [.4304] caring for plants or animals in the school or classroom
2.41. [.4283] planning and carrying out art shows, excellence fairs, science fairs, etc.
2.42. [.4230] planning and conducting emergency evacuation drills
3.50. [.4137] supervising disaster drills
3.4. [.4126] arranging student parties & gifts
7.20. [.4088] emergency evacuation demonstrations
3.42. [.4044] saluting flag
2.49. [.4044] preparing audiovisual materials and/or room for AV presentations
2.43. [.3888] planning and conducting assemblies -- for example, arranging for speakers
7.37. [.3887] operating audiovisual equipment
3.64. [.3871] writing news articles for school paper
7.12. [.3866] demonstrations
2.72. [.3850] supervising students on the playground (playground duty)
2.10. [.3842] distributing books, supplies, materials, tools, equipment, etc. to students
3.17. [.3835] controlling student medication -- e.g., keeping medicine for students, dispensing at needed times, remembering to send student to office for medication at appropriate times
7.40. [.3831] physical activities (e.g., dance)
7.41. [.3796] other organized student activities
3.35. [.3657] picking up paper in and around school -- general school cleanup
2.22. [.3634] maintaining accurate daily and/or monthly attendance records (e.g., attendance register)
3.52. [.3563] taking trips to improve awareness of own subject matter or field

1.5. [.3522] maintaining reasonable protection of equipment in your care

2.17. [.3510] lavatory duty

3.31. [.3482] organizing and supervising field days

7.64. [.3479] videotape or instructional television

2.45. [.3401] planning and guiding enrichment activities for gifted students

3.21. [.3364] detecting and reporting health problems

7.9. [.3335] combining classes (e.g., to compensate for lack of substitute teachers, for team teaching, for different levels)

2.33. [.3284] managing / sponsoring book clubs

2.63. [.3148] seeking from other sources materials not provided by school -- e.g., soliciting donations from parents, PTA, local merchants

3.30. [.3131] ordering or requisitioning books, supplies, materials, tools, equipment, etc. through normal school channels

2.35. [.3117] morning duty: monitoring arrival of students and their behavior in the assigned area; bus evacuation duty; hall patrol to prevent students from entering parts of the building before the prescribed time

2.31. [.3110] making announcements

3.41. [.3095] reporting hazards, defects, maintenance, & filling out forms for repair

3.58. [.3091] using own money to purchase supplies, ditto books, extra books, instructional materials, and everything else which can't be obtained through normal school channels

3.48. [.3065] signing out, transporting, and storing audiovisual or other equipment

2.69. [.3058] supervising students during assemblies

2.53. [.3053] preparing or updating seating charts

3.26. [.3039] making curtains or other window coverings for the classroom

FACTOR 2: Administration (School)
Reliability: .9307

3.20. [.6852] deciding independently what to purchase with school funds -- including previewing and evaluating materials
3.44. [.6364] serving as a consultant or resource person for other teachers
2.74. [.6335] taking or assisting with inventories of books, supplies, materials, tools, equipment, etc.
2.47. [.5737] planning, arranging, or implementing storage of books, supplies, materials, tools, equipment, etc.
2.15. [.5447] keeping abreast of current trends by reading professional literature and/or other job-related materials
2.12. [.5178] instructing, supervising, or assisting new teachers
2.67. [.4714] supervising and evaluating school aides
3.7. [.4598] assisting others to decide what to purchase with school funds -- e.g., recommending materials to be ordered
2.40. [.4343] planning and assigning tasks to aides
3.46. [.4341] sharing ideas with colleagues
2.60. [.3980] receiving (i.e., accepting from shipper, checking shipment against packing list or order form, etc.) books, supplies, materials, tools, equipment, etc.
2.80. [.3803] working on or assisting with curriculum writing, development, or revision
2.61. [.3787] scheduling or registering students: processing forms, working out schedules, etc.
2.18. [.3767] locating sources for lectures or other class presentations -- research
2.58. [.3736] providing for special needs of mainstreamed students
2.10. [.3699] distributing books, supplies, materials, tools, equipment, etc. to students
2.16. [.3683] keeping filing systems current and well-organized
3.1. [.3665] accepting critiquing or informal evaluation from peers
5.2. [-.3620] attendance slips
3.11. [.3615] attending or presenting demonstration lessons
2.27. [.3558] maintaining records of books, supplies, materials, tools, equipment, etc.
5.16. [-.3555] report cards
3.62. [.3469] working with teachers across subject areas, and with other resource personnel
6.9. [.3401] training other school employees (e.g., CETA)
7.29. [.3320] labs
3.45. [.3312] serving as a resource person to community -- for example, serving on panels, acting as informal consultant to local groups (e.g., League of Women Voters); interpreting the school program to parents or other community members
3.8. [.3270] assisting students in assessing their career objectives

8. [-.3270] To what extent are your instructional goals or objectives determined for you by an official curriculum or curriculum guide, or constrained by an officially adopted textbook? Please check the space preceding the response which most closely approximates your own position.

[.] Not at all; I am competely free to set my own goals and objectives

[.] Somewhat; there is an official curriculum, but I am free to modify it as I wish

[.] Moderately; I am free to add "enrichment" activities or objectives, but I must cover most of the objectives in the official curriculum

[.] Quite a bit; there is some flexibility, but I am required to cover all the objectives in the official curriculum

[.] Completely; I am not supposed to deviate from the official curriculum

FACTOR 3: Testing and Evaluation
Reliability: .9511

2.8. [.7642] designing or constructing tests or quizzes
7.1. [.7285] administering classroom tests or quizzes
2.62. [.6987] scoring or grading standardized tests, classroom tests, or quizzes
2.64. [.6625] selecting or modifying tests or quizzes
7.5. [.6416] assigning homework
5.11. [.5565] lost textbook forms
9.19. [.5442] test-taking skills
7.45. [.5441] providing written make-up work
7.51. [.5314] scheduling makeup work
5.10. [.4994] library passes
7.42. [.4992] pop quiz
2.30. [.4945] maintaining students' academic records, including test scores, class work grades, standardized test scores, etc.
7.8. [.4901] collecting papers
3.23. [-.4787] helping students with clothing -- tying shoes, fastening jackets, etc.
8. [.4604] To what extent are your instructional goals or objectives determined for you by an official curriculum or curriculum guide, or constrained by an officially adopted textbook? Please check the space preceding the response which most closely approximates your own position.

[.] Not at all; I am competely free to set my own goals and objectives

[.] Somewhat; there is an official curriculum, but I am free to modify it as I wish

[.] Moderately; I am free to add "enrichment" activities or objectives, but I must cover most of the objectives in the official curriculum

[.] Quite a bit; there is some flexibility, but I am required to cover all the objectives in the official curriculum

[.] Completely; I am not supposed to deviate from the official curriculum

3.43. [.4574] sending note to office to inform office of students' truancy
5.8. [.4524] late passes
2.53. [.4476] preparing or updating seating charts
5.16. [.4382] report cards
5.2. [.4312] attendance slips
3.49. [.4304] supervising administration of state-mandated tests
2.14. [.4284] interpreting test / quiz scores or performance
7.40. [-.4230] physical activities (e.g., dance)

2.34. [.4179] monitoring study hall
2.49. [.4118] preparing audiovisual materials and/or room for AV presentations
7.32. [.4030] lecture
2.22. [.3777] maintaining accurate daily and/or monthly attendance records (e.g., attendance register)
2.57. [.3661] providing extra assistance to students before school or after school
3.24. [-.3648] keeping articles for personal (child) hygiene
2.75. [.3573] taking roll -- homeroom & class; may include recording absence codes in roll book
2.28. [.3547] maintaining records of referrals (e.g., disciplinary referrals)
5.4. [.3506] Federal census forms
2.50. [.3488] preparing or maintaining cumulative student records
2.27. [.3455] maintaining records of books, supplies, materials, tools, equipment, etc.
2.48. [.3401] policing halls -- hall supervision, hall duty -- or simply standing in the hall to create a "teacher presence"
7.41. [-.3397] other organized student activities
7.33. [.3362] multiple texts
2.78. [.3341] using the ditto machine: preparing and running off instructional materials, tests, announcements, etc.
2.55. [.3313] preparing written daily and long term lesson plans (teacher & aide)
2.38. [.3270] passing out and collecting forms (e.g., Federal forms)
7.57. [.3264] study guides
5.9. [.3241] library overdue slips
7.55. [-.3238] small group instruction or activities
7.43. [.3183] pre-test and post-test
7.3. [.3183] analyzing test items for validity and reliability, utilizing basic statistical procedures
2.7. [.3135] collecting or preparing instructional materials needed for upcoming lesson(s)
5.7. [.3125] inventory forms
7.21. [.3105] exchange papers
2.46. [.3093] planning and organizing lessons, units, and instructional programs

FACTOR 4: Instructional Breadth (Breadth of Instructional Goals)
Reliability: .9344

9.12. [-.9463] self-discipline
9.18. [-.8972] teach students to recognize consequences of their own actions
9.15. [-.8651] teach care and respect for materials
9.6. [-.7396] manners
9.11. [-.6984] respect for themselves and for others
9.17. [-.6065] teach process of decision-making
9.8. [-.5709] prepare students for next level of schooling
9.3. [-.5571] basic reading skills (decoding, literal comprehension, inferential comprehension, etc.)
9.20. [-.5415] understanding and appreciation of other people and their cultures
9.16. [-.5248] teach pride in their work
9.13. [-.4898] social interaction skills (group work, etc.)
9.14. [-.4861] spelling
9.2. [-.4547] basic arithmetic skills
9.1. [-.4224] appreciation of fine arts
9.5. [-.3231] library skills
9.19. [-.3095] test-taking skills

FACTOR 5: Counselling, Guidance, & Referrals
Reliability: .9475

4.7. [.7525] social services -- neglect, abuse referrals
4.5. [.7484] medical -- hyperactivity, etc. referrals
4.6. [.7304] psycho-emotional referrals
4.9. [.6762] vision referrals
3.37. [.6575] recognizing and reporting child abuse
4.3. [.6363] hearing referrals
4.4. [.63200] LD (Learning Disabilities) referrals
4.2. [.6110] EMR (Educationally Mentally Retarded) referrals
4.8. [.5794] speech & language referrals
4.1. [.5068] behavioral referrals
3.40. [.4962] referring students to guidance and administrators
3.38. [.4688] recommending students for special courses (e.g., gifted)
2.76. [.4510] team conferences regarding individual students to include: teachers, administrators, guidance personnel, staff psychologist, pupil personnel worker, and other necessary support staff which may include parent, social worker, etc.
4.10. [.4447] other referrals for which you are responsible (list below)
3.36. [.4419] presenting information to parents which will assist them in helping their children make realistic decisions regarding careers
3.21. [.4405] detecting and reporting health problems
2.36.3 [.4321] other parent-teacher communications -- e.g., through phone, letters, or report forms
2.46. [-.4020] planning and organizing lessons, units, and instructional programs
3.59. [.4012] using proper first aid techniques in accidents; caring for sick or injured children
5.14. [.3624] referral forms -- testing, resource, discipline, speech, pupil personnel
3.19. [.3611] crowd control (breaking up fights)
3.53. [.3506] transporting children (for example, to job interviews)
2.51. [.3492] preparing or maintaining individual or group skill profiles
2.61. [.3467] scheduling or registering students: processing forms, working out schedules, etc.
2.36.1 [.3448] meeting with parents (parent conferences) to discuss students' progress, problems, prospects
2.77. [.3403] team planning (collaborative planning with other members of a teaching team)
3.28. [.3369] making school-related court appearances
3.18. [.3355] covering classes for emergency situations (e.g., absent teacher) or extra-curricular activities
2.7. [-.3328] collecting or preparing instructional materials needed for upcoming lesson(s)
2.47. [-.3328] planning, arranging, or implementing storage of books, supplies, materials, tools, equipment, etc.
2.10. [-.3302] distributing books, supplies, materials, tools, equipment, etc. to students

7.2. [.3267] administering standardized tests
7.46. [.3216] reading student records as an aid to structuring individual educational programs
3.2. [.3106] alerting other teachers to a specific need of a specific child that day
3.41. [.3056] reporting hazards, defects, maintenance, & filling out forms for repair
2.18. [-.3032] locating sources for lectures or other class presentations -- research

FACTOR 6: Administration (Classroom)
Reliability: .9355

2.40. [.6220] planning and assigning tasks to aides
2.13. [.5874] interpreting standardized test scores
2.07. [.5625] supervising and evaluating school aides
2.2. [.5404] adapting / modifying materials to levels appropriate for individual children or classes
2.25. [.5331] maintaining progress reports
2.52. [.5299] preparing or maintaining reading or math articulation records
2.44. [.5172] planning and guiding independent activities to reinforce lessons
7.14. [.4677] Directed Reading Activities (DRA)
2.59. [.4628] reading curriculum guides or manuals as an aid in planning lessons or units
2.36.2 [.4581] keeping track of parent conferences (scheduling, writing narrative report, and logging conference times)
3.41. [-.4418] reporting hazards, defects, maintenance, & filling out forms for repair
3.59. [-.4203] using proper first aid techniques in accidents; caring for sick or injured children
2.21. [-.4021] maintaining (cleaning, repairing) equipment (e.g., tools, instruments, athletic equipment, laboratory equipment)
3.5. [-.4009] assigning lockers
7.55. [.3988] small group instruction or activities
2.16. [.3987] keeping filing systems current and well-organized
2.19. [-.3983] locker room or shower duty
9.3. [.3789] basic reading skills (decoding, literal comprehension, inferential comprehension, etc.)
3.35. [-.3746] picking up paper in and around school -- general school cleanup
7.43. [.3738] pre-test and post-test
2.1. [.3734] adapting / modifying the curriculum to meet the needs of individual children or classes
7.31. [.3693] learning stations or centers
3.65. [-.3690] writing recommendations for colleges, vocational education, employment, etc.
5.8. [-.3657] late passes
5.16. [-.3649] report cards
7.46. [.3631] reading student records as an aid to structuring individual educational programs
6.8. [-.3584] supervising student locker cleanouts
5.1. [-.3549] accident forms or reports
9.7. [.3414] manuscript form
2.5. [.3257] cleaning up after extra-curricular activities
7.44. [.3214] programmed instruction
5.19. [.3087] Title I & IV management plan cards
3.22. [-.3017] government-related activities -- e.g., lobbying, contacting elected officials on behalf of the teaching profession

FACTOR 7: Teaching
Reliability: .9259

7.52.	[.7519]	self-evaluation
7.58.	[.6971]	summarize
7.49.	[.6876]	review previous lesson
7.22.	[.6332]	feedback
7.16.	[.6202]	discovery method of learning
7.13.	[.6002]	directed questioning techniques
7.4.	[.5216]	ascertaining interests and degrees of motivation by conducting informal interviews with pupils
~~7.38.~~	~~[.5381]~~	~~oral evaluation~~
3.46.	[.4984]	sharing ideas with colleagues
7.35.	[.4608]	observe students in order to evaluate learning
7.53.	[.4519]	sequencing of learning
7.28.	[.4355]	individual recitation
7.17.	[.4332]	discussion
7.41.	[.4219]	other organized student activities
7.65.	[.4134]	warm-up (motivational) procedures
2.33.	[-.4112]	managing / sponsoring book clubs
2.27.	[-.3989]	maintaining records of books, supplies, materials, tools, equipment, etc.
7.50.	[.3946]	role playing
7.10.	[.3671]	culminating activities
7.62.	[.3632]	tutoring or giving extra help
3.16.	[.3528]	communicating with other teachers about activities, materials, schedules, testing....
7.11.	[.3474]	debate
7.19.	[.3347]	drill exercises
7.61.	[.3235]	tolerating multiple interruptions (for example, by the intercom)
2.43.	[-.3160]	planning and conducting assemblies -- for example, arranging for speakers
3.31.	[-.3159]	organizing and supervising field days
5.4.	[-.3007]	Federal census forms

FACTOR 8: Enrichment Activities
Reliability: .9220

7.18. [.5369] dramatic readings
7.33. [.5334] multiple texts
7.54. [.5159] skits
7.27. [.5066] independent study
2.66. [.4642] serving on task forces or committees (e.g., grievance committee, social committee, textbook evaluation committee, curriculum development committee, etc.)
9.5. [.4544] library skills
~~7.36. [.4467] open questioning techniques~~
7.15. [.4439] Directed Reading-Thinking Activity
2.45. [.4360] planning and guiding enrichment activities for gifted students
2.48. [-.4324] policing halls -- hall supervision, hall duty -- or simply standing in the hall to create a "teacher presence"
7.30. [.4286] Language Experience Approach
7.48. [.4127] recording from radio or other sources for use in class
2.17. [-.4116] lavatory duty
7.63. [.4100] using media center
7.57. [.4010] study guides
2.35. [-.3714] morning duty: monitoring arrival of students and their behavior in the assigned area; bus evacuation duty; hall patrol to prevent students from entering parts of the building before the prescribed time
3.4. [.3709] arranging student parties & gifts
3.63. [.3686] writing for public consumption in your capacity as a teacher -- e.g., letters to the editor, newspaper articles
3.45. [.3571] serving as a resource person to community -- for example, serving on panels, acting as informal consultant to local groups (e.g., League of Women Voters); interpreting the school program to parents or other community members
2.43. [.3441] planning and conducting assemblies -- for example, arranging for speakers
2.75. [-.3437] taking roll -- homeroom & class; may include recording absence codes in roll book
3.31. [.3401] organizing and supervising field days
3.39. [.3311] recording conferences
2.81. [.3270] writing articles or other contributions for school newsletter
2.20. [-.3225] lunch duty — clean up duty
2.33. [.3193] managing / sponsoring book clubs
1.3. [.3172] subscribing to professional publications
2.49. [.3155] preparing audiovisual materials and/or room for AV presentations
2.9.1. [-.3147] athletic teams or activities
7.64. [.3117] videotape or instructional television

FACTOR 9: Extra-Curricular Activities
Reliability: .7742

2.9.9. [.4836] student programs in evenings
3.32. [.4607] organizing and/or supervising fund-raising activities
2.71. [.3869] supervising student participation in parades, instrumental programs, choral concerts, gymnastic programs, etc.
2.9.3. [.3827] drama
3.53. [.3759] transporting children (for example, to job interviews)
2.9.6. [.3595] proms, other dances
2.68. [.3247] supervising school store
3.35. [-.3127] picking up paper in and around school -- general school cleanup